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ABSTRACT

This document presents a report of a study that was designed to determine the rate of retention of students enrolled in colleges and universities in Tennessee that physical facility needs of institutions in the state might be determined. The first year of study, 1968, was spent in compiling information on students entering Tennessee colleges and universities. In the fall of 1969, each participating college was sent a list of the students from their institutions who were in the original sample and were asked to indicate whether each student was enrolled as of the first week in October 1969. If the students were enrolled, they were classified as persisters. Those not enrolled were surveyed, and depending upon their responses, were classified as transfers, known terminators, or non-respondents. A similar procedure was followed in 1970 and 1971, and the data from the 1971 survey are presented here. After 3 years of school, it was found that of the original sample 34% of the students were in their original institutions, 13% were transfers, 13% were known terminators, and 40% were non-respondents. See also HE 003 519. (HS)

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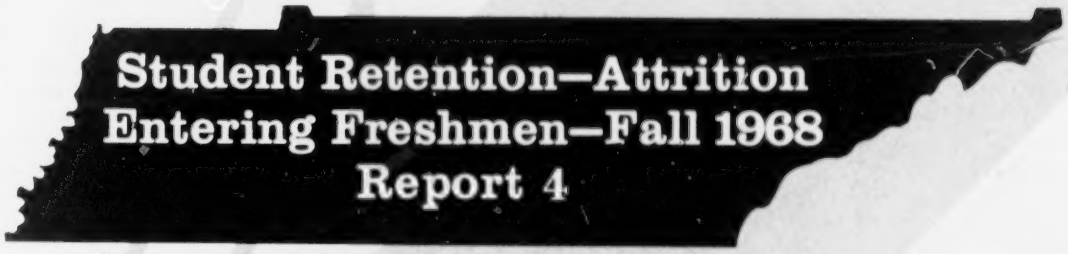
Tennessee Higher Education



Student Retention–Attrition Entering Freshmen–Fall 1968 Report 4

Prepared by
Tennessee College Association
Center for Higher Education

A Report to the Chairman
Tennessee Higher Education
Facilities Commission

July 1, 1972

HE 003 520

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION

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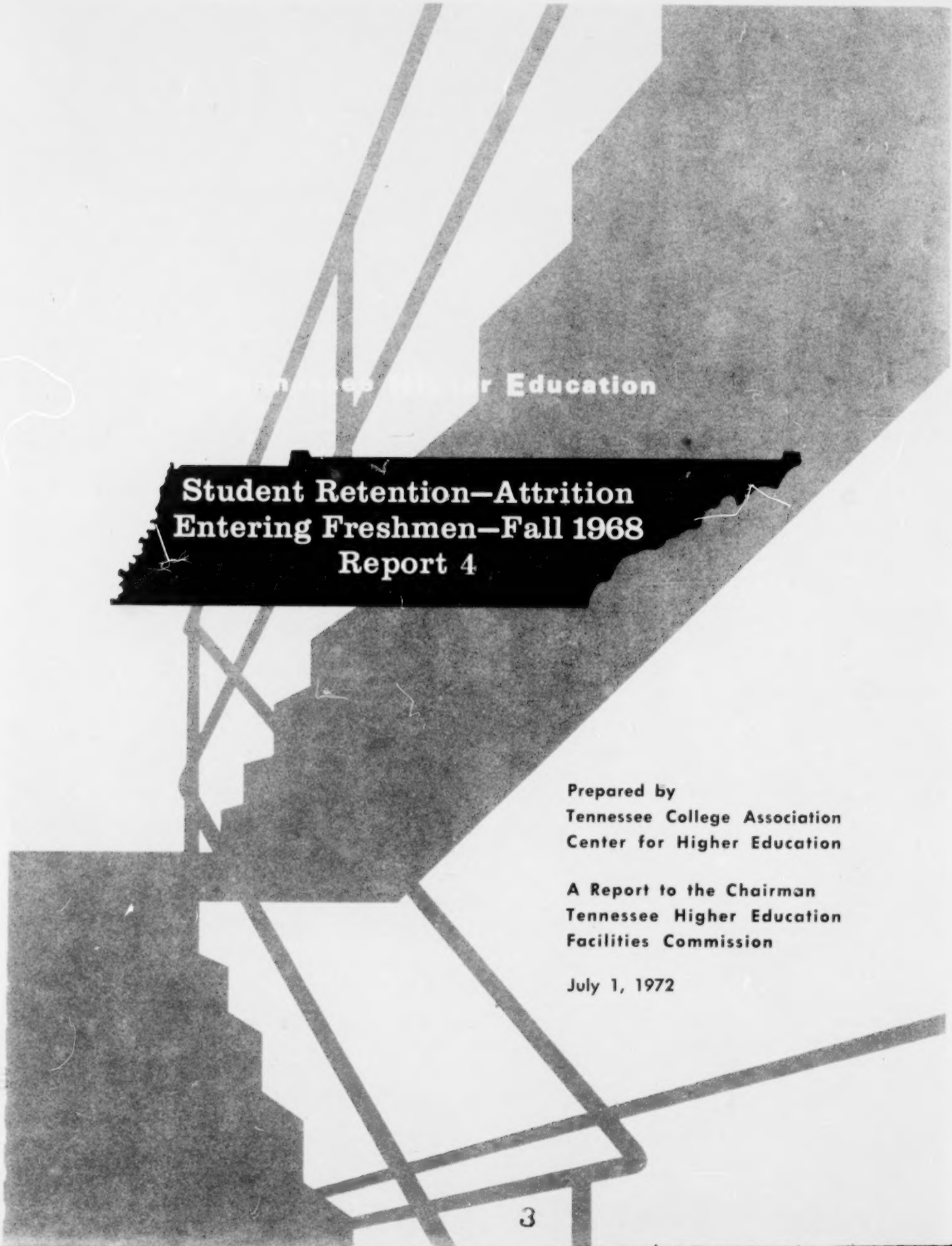

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FOREWORD

The bylaws of the Tennessee College Association establish that the first purpose of the Center for Higher Education shall be "to promote cooperation and planning of the participating institutions toward the most effective use of their educational facilities, personnel and other resources in meeting the needs of higher education in Tennessee." A further purpose is "to conduct surveys, studies and research in higher education on behalf of participating institutions."

Consistent with these purposes and the philosophy of the Association, this is one in a series of reports prepared by the TCA Center for Higher Education for the Tennessee Higher Education Facilities Commission. The study staff would express again their appreciation and respect for the professional concern evidenced by the institutions already burdened with requests for information and demands on limited staffs and budgets.

Ida Long Rogers
Director
TCA Center for Higher Education

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INTRODUCTION

This is the fourth report of a long-range study of retention and attrition of students in Tennessee colleges and universities.

Purpose and Scope of the Study

As has been indicated in earlier reports, the Tennessee Higher Education Facilities Commission has the dual responsibility of determining as nearly as possible the physical facility needs of institutions in the state and of allocating to those institutions on as equitable a basis as possible the funds made available to it through the Division of College Facilities of the United States Office of Education. Reasonable projections of needs cannot be made without adequate information, including information on student enrollment. Knowledge of enrollment potential is inadequate without information concerning the rate of retention of students already enrolled. To provide this additional information to assist in decision-making is the purpose for which this study was funded.

Beyond this initial purpose, however, is a more basic concern for the loss in human resources when able students fail to enter college or do not remain to complete their educational goals. For this reason it was decided to provide sufficient information for the state as a whole and to furnish individual institutions insights into the nature of their own student population.

The first year of the study was designed to provide a composite profile of the entering freshmen in Tennessee colleges and universities and to supply this information to individual institutions on their own students. The report of the first year's study was published on July 1, 1969. Reference should be made to that volume for details of sampling procedures, limitations, cautions and other information.

In the fall of 1969, each participating college was sent a list of the students from their institution who were in the original sample and were asked to indicate whether each student was enrolled as of the first week in October, 1969. Institutions were asked to provide the

grade point average for the freshman year for all students in their sample and any available information on the location of students not currently enrolled (e.g., where they had transferred). Those students who were still in the college of their original enrollment were classified as PERSISTERS. A letter and questionnaire were sent to the home address of students who were not enrolled in their original college. Those students who reported that they were enrolled in another college were classified as TRANSFERS. Those students who indicated that they were not enrolled in any college were identified as KNOWN TERMINATORS. Students who failed to reply even after a follow-up card was mailed were reported as NON-RESPONDENTS. Analysis and statistical treatment of the data were published in Report 2 on November 1, 1970.

A similar procedure was followed in 1970 and 1971, requesting a cumulative grade point average. Report 3, which was published in September 1971, made comparisons and reported 1970 percentages in relation to the persisters from the fall of 1969. The current report deals with those students who were classified as persisters in 1970. These students were reclassified as persisters, transfers, known terminators, and non-respondents on the basis of information gathered in the fall of 1971.

In determining significant differences, comparisons were made and percentages reported in relation to the persisters from the fall of 1969. In determining significant differences between persisters, transfers, known terminators and non-respondents, the Pearson X^2 statistic was used to test whether a sample distribution differs significantly from an expected distribution. This statistic was used for "goodness-of-fit" of the observed distribution to the distribution of the preceding year's persisters. Percentage distributions for 1971 persisters, transfers, known terminators and non-respondents were compared to the percentage distributions of their parent population, i.e., 1970 persisters. In several cases, the X^2 test was also used to test for statistical association among categorical attributes.

Cautions

To interpret accurately the data reported, the reader's attention is called to the following statements:

1. In each successive report, the sample has been limited to those students enrolled in their original institution during the preceding year. Figure 1 indicates the number of students considered each year and subsequent classification as persisters, transfers, known terminators and non-respondents.[1]
2. It was assumed that information supplied by institutions or students was correct.
3. In general, table percentages are rounded off to the nearest whole figure.
4. As far as can be ascertained, all subtotals and totals columns balance. Allowed error is 5% for all figures produced by the computer and hand-figuring.
5. Introductory comments should be read with care.
6. This volume can best be read in conjunction with Report 1. While they last, additional copies may be secured by writing the Tennessee Higher Education Facilities Commission, 246 Cordell Hull Building, Nashville, Tennessee 37219.

A further word of caution is appropriate. The reader is reminded that the original data concerning students on which subsequent reports are based were collected prior to the student's entry to college. They reflect what the student expected to do at that time. Age, marital status, expected scholarships and loans, proposed field of study, vocational choice, level of aspiration, housing and car plans, full or part-time status, work plans - all are subject to change. The collection of new or supplementary data was not possible within the existing research grant. Beyond the first year, the significance of these non-intellective factors is open to much speculation.

[1]One of the institutions participating in the study failed to respond in 1970, but did report on their students in 1971. Consequently, the number of students in the 1971 sample (2,310) exceeds the number of 1970 persisters.

TABLES 1 AND 2

INSTITUTIONAL SUMMARIES

Institutions participating in this study have been classified by 1) type of control, and 2) type of program.

Table 1 organizes institutional summaries according to type of control or sponsorship. "Public" institutions are the twelve colleges and universities of the Tennessee State System of Higher Education which are supported in part by direct legislative appropriations.[1] "Private" institutions are the thirty-five participating colleges and universities under the management and control of governing boards of independent agencies and which are supported by private funds.

Table 2 organizes the same institutional summaries according to levels defined by the U. S. Office of Education as of the year 1966-67 regardless of whether under public or private sponsorship.[2]

Level I	Two but less than four years of work beyond the twelfth grade
Level II	Only the bachelor's and/or first professional degree
Level III	Master's or second professional degree
Level IV	Doctor of philosophy or equivalent degree[3]

Both Table 1 and Table 2 report percentage of the original institutional sample falling in each of the four categories.

[1] In Report 1 only 11 institutions were listed as "Public". Subsequently, two institutions merged to form one public institution. This also accounts for the decrease in number of "Private" institutions since Report 1.

[2] U. S. Department of Health, Education, and Welfare, Education Directory: 1966-67, Part 3. (Washington, D. C.: Government Printing Office, 1967), pp. 6-7.

[3] Earlier reports list institution 37 as a Level II school. That institution has been reclassified as a Level III School.

TABLE 1

INSTITUTIONAL SUMMARY BY SPONSORSHIP

FALL 1971

Inst. Code	Original Sample	Persisters		Transfers		Known Terminators		Non-respondents	
PUBLIC	#	#	%	#	%	#	%	#	%
2	91	0	0	0	0	3	3	9	10
11	254	104	41	0	0	0	0	5	2
14	97	41	42	2	2	4	4	4	4
15	107	1	1	0	0	1	1	4	4
23	206	75	36	2	1	5	2	8	4
24	181	80	44	0	0	10	6	11	6
30	780	301	39	10	1	19	2	45	6
37	149	40	27	7	5	10	7	11	7
45	178	83	47	1	1	2	1	14	8
50	474	195	41	0	0	12	3	25	5
51	117	2	2	2	2	5	4	8	7
53	143	40	28	1	1	5	4	5	4
SUBTOTAL	2,777	962	35	25	1	76	3	149	5
PRIVATE									
1	77	32	42	1	1	3	4	5	7
4	52	0	0	2	4	0	0	1	2
5	44	17	39	0	0	1	2	1	2
6	43	20	47	0	0	0	0	0	0
8	131	0	0	5	4	1	1	7	5
9	89	50	56	0	0	3	3	3	3
10	40	24	60	0	0	1	3	4	10
12	45	17	38	1	2	3	7	0	0
13	110	31	28	2	2	3	3	9	8
16	45	0	0	0	0	0	0	0	0
17	95	28	30	1	1	5	5	3	3
18	104	43	41	0	0	4	4	1	1
19	53	16	30	0	0	6	11	10	19
20	116	0	0	4	3	1	1	4	3
21	29	21	72	1	3	0	0	1	3
22	62	23	37	1	2	2	3	4	7

TABLE 1

INSTITUTIONAL SUMMARY BY SPONSORSHIP

FALL 1971 (Continued)

Inst. Code	Original Sample	Persisters		Transfers		Known Terminators		Non-respondents	
PRIVATE	#	#	%	#	%	#	%	#	%
25	73	22	30	0	0	3	4	7	10
26	78	35	45	0	0	0	0	1	1
27	29	1	3	0	0	0	0	2	7
28	84	38	45	2	2	3	4	0	0
29	61	21	34	3	5	3	5	7	12
32	147	112	76	0	0	3	2	3	2
34	88	28	32	2	2	3	3	1	1
35	90	31	34	2	2	5	6	4	4
36	45	25	6	1	2	0	0	3	7
38	58	15	26	4	7	1	2	0	0
40	121	51	42	1	1	2	2	7	6
41	72	2	3	0	0	0	0	0	0
42	58	3	5	0	0	0	0	1	2
43	47	24	51	1	2	1	2	0	0
47	72	26	36	0	0	0	0	0	0
48	98	33	34	1	1	6	6	2	2
52	110	38	35	3	3	2	2	6	6
54	71	30	42	2	3	4	6	1	1
56	100	31	31	0	0	1	1	2	2
SUBTOTAL	2,637	888	34	40	2	70	3	100	4
TOTAL	5,414	1,850	34	65	1	146	3	249	5

TABLE 2

INSTITUTIONAL SUMMARY BY LEVEL

FALL 1971

Inst. Code	Original Sample	Persisters		Transfers		Known Terminators		Non-respondents	
LEVEL I	#	#	%	#	%	#	%	#	%
2	91	0	0	0	0	3	3	9	10
4	52	0	0	2	4	0	0	1	2
8	131	0	0	5	4	1	1	7	5
15	107	1	1	0	0	1	1	4	4
16	45	0	0	0	0	0	0	0	0
20	116	0	0	4	3	1	1	4	3
27	29	1	3	0	0	0	0	2	7
41	72	2	3	0	0	0	0	0	0
42	58	3	5	0	0	0	0	1	2
51	117	2	2	2	2	5	4	8	7
SUBTOTAL	818	9	1	13	2	11	1	36	4
LEVEL II									
5	44	17	39	0	0	1	2	1	2
6	43	20	47	0	0	0	0	0	0
9	89	50	56	0	0	3	3	3	3
10	40	24	60	0	0	1	3	4	10
12	45	17	38	1	2	3	7	0	0
13	110	31	28	2	2	3	3	9	8
17	95	28	30	1	1	5	5	3	3
18	104	43	41	0	0	4	4	1	1
19	53	16	30	0	0	6	11	10	19
21	29	21	72	1	3	0	0	1	3
22	62	23	37	1	2	2	3	4	7
25	73	22	30	0	0	3	4	7	10
26	78	35	45	0	0	0	0	1	1
28	84	38	45	2	2	3	4	0	0
29	61	21	34	3	5	3	5	7	12
34	88	28	32	2	2	3	3	1	1
35	90	31	34	2	2	5	6	4	4
38	58	15	26	4	7	1	2	0	0

TABLE 2

INSTITUTIONAL SUMMARY BY LEVEL

FALL 1971 (Continued)

Inst. Code	Original Sample	Persisters		Transfers		Known Terminators		Non-respondents	
	#	#	%	#	%	#	%	#	%
40	121	51	42	1	1	2	2	7	6
43	47	24	51	1	2	1	2	0	0
47	72	26	36	0	0	0	0	0	0
48	98	33	34	1	1	6	6	2	2
52	110	38	35	3	3	2	2	6	5
54	71	30	42	2	3	4	6	1	1
56	100	31	31	0	0	1	1	2	2
SUBTOTAL	1,865	713	38	27	1	62	3	74	4
LEVEL III									
11	254	104	41	0	0	0	0	5	2
14	97	41	42	2	2	4	4	4	4
23	206	75	36	2	2	5	2	8	4
24	181	80	44	0	0	10	5	11	6
36	45	25	56	1	2	0	0	3	7
37	149	40	27	7	5	10	7	11	7
45	178	83	47	1	1	2	1	14	8
50	474	195	41	0	0	12	3	25	5
53	143	40	28	1	1	5	4	5	4
SUBTOTAL	1,727	683	40	14	1	48	3	86	5
LEVEL IV									
1	77	32	42	1	1	3	4	5	7
30	780	301	39	10	1	19	2	45	6
32	147	112	76	0	0	3	2	3	2
SUBTOTAL	1,004	445	44	11	1	25	3	53	5
TOTAL	5,414	1,850	34	65	1	146	3	249	5

FIGURE 1

DISTRIBUTION OF YEARLY SAMPLE

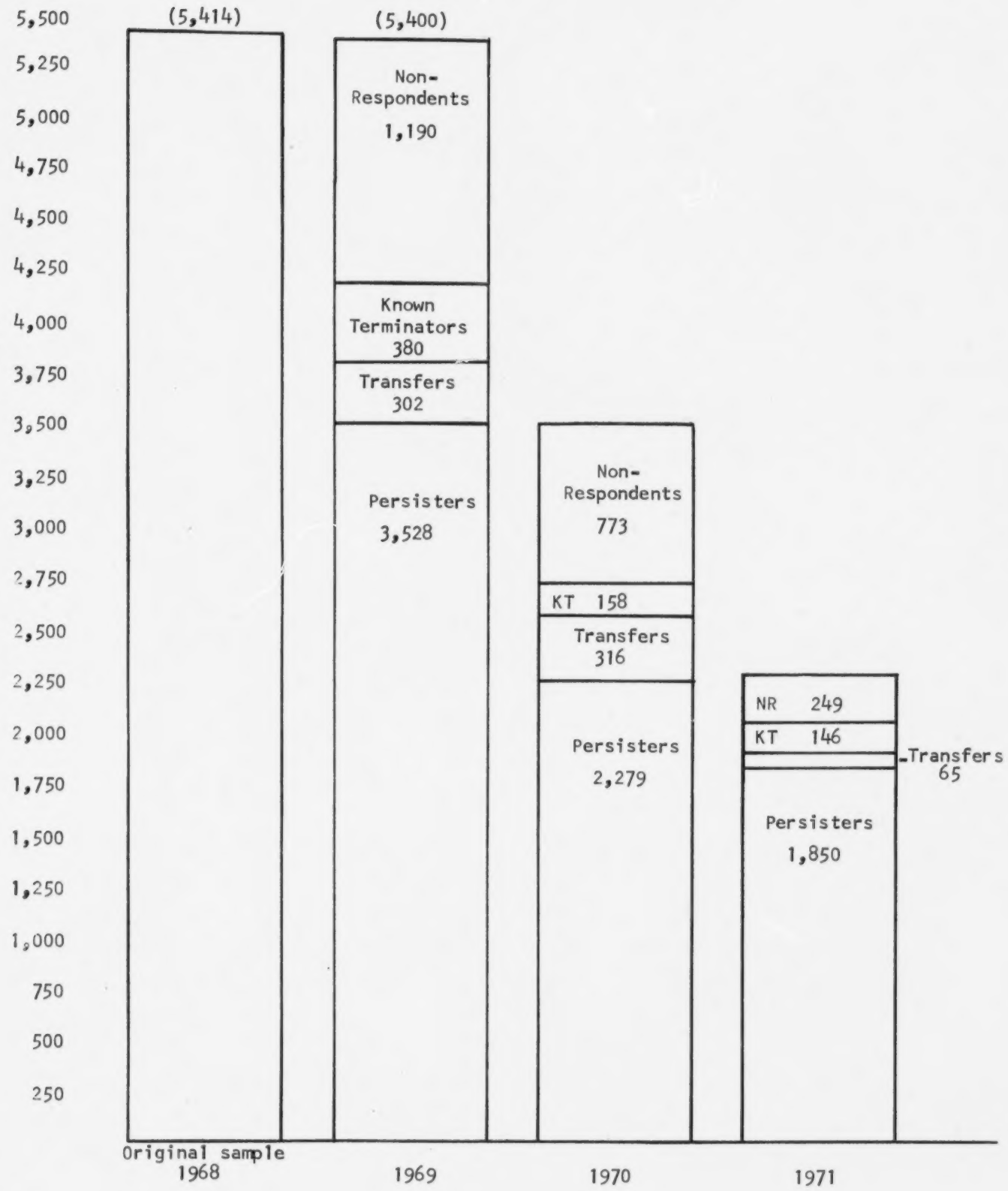

TABLE 3

OVERVIEW OF THE STUDY

Table 3 is a summary of the various tables which follow in this report. Enough information is included to give the reader an overview of similarities and differences among the four groups which were identified. The percentages reported for the 1971-1972 groups are based on a comparison with the persisters of 1970-1971 from which the four groups were obtained. After three years of school, it was found that of the original sample 34% of the students were in their original institutions, 13% were transfers, 13% were known terminators and 40% were non-respondents.

The following is a list of the percentages of students for public and private institutions in each of the four groups:

	Public	Private	Total
Original Sample	2,777	2,637	5,414
Persisters	962 (35%)	888 (34%)	1,850 (34%)
Transfers	259 (9%)	424 (16%)	683 (13%)
Known Terminators	366 (13%)	318 (12%)	684 (13%)
Non-respondents	1,181 (43%)	991 (38%)	2,172 (40%)

At least some of the differences between percentages for public versus private institutions can be attributed to the fact that only three public junior colleges were in existence when the study was begun in 1968. They enrolled approximately 38% of the Level I students, while private institutions enrolled the remaining 62% at this level. The higher transfer rate for private institutions may be a reflection of the large percentage of Level I students who enrolled in private colleges.

As in the past two reports, persisters and transfer students tend to

have similar characteristics. Because this year's known terminators include students who have graduated in three years, the students in that group are more comparable to persisters and transfers than in the past. The non-respondents seem to stand in contrast to the three other groups, suggesting that the non-respondents are for the most part drop-outs rather than transfer students.

Table 3 shows all four groups to be similar in many characteristics; however, differences do occur. Even though differences in percentages may not be large, several times the difference leads to a significant X^2 for the goodness-of-fit test.

Each of the points which follow identifies an area where differences can be recognized. For some of these, only a trend is suggested; for others, significant differences can be established. More detailed discussion precedes each of the individual tables.

1. After the first year of college, there was a tendency for a smaller percentage of transfers and a larger percentage of known terminators than expected to be from Tennessee. However, this trend was not significant; and after the second year, it did not continue. After the third year, there was a trend for a larger percentage of non-respondents than expected to be from the state of Tennessee. Again, it was not significant.
2. In reports on the first two years of college, it was concluded that county origin was not significantly related to retention and attrition of college students. This year there is a significant trend for more persisters than expected to be from Davidson and Shelby counties. There is also a trend among known terminators for students to be from the less populous counties of Tennessee, though it does not reach the level of statistical significance. Hence, county origin may be related to the likelihood of remaining in college.
3. After the first year, there were no significant differences relating to type of community. After the second year, the four groups did differ significantly, with students from

farm and open country communities being more likely to terminate their education. For the 1971 data, there was a return to non-significance. Hence, after three years of college, the type of community in which the student makes his home does not seem to influence the likelihood that he will stay in school or drop out.

4. The first two reports concluded that Caucasians were more likely to terminate and to transfer than would be expected. This year's report turns to analysis of race by sex differences to note a trend for more caucasian males and negro females than expected to remain in their original institution.
5. Through both the first and second years of college, there is a significant trend which indicates that students at the upper age levels are more likely to terminate their education. After the third year, a complementary trend reaches statistical significance; more persisters than expected tend to belong to the group of students who entered college at the age of 18 or less.
6. After the first year, there was a significant trend for students from larger high schools to be more likely to remain in college. After the second year, this trend continued, but was no longer significant. After the third year, there are no significant differences; high school class size is no longer related to student retention and attrition. This suggests that the size of high school may be related to initial retention. For the student remaining after the first year, size of high school is no longer significant.
7. After the first year, students who were married at the time they entered college were less likely to transfer and more likely to drop out than would be expected. No such trends exist after either the second or third year. However, information from questionnaires filled out by each year's known terminators indicate that female students frequently give marriage as their primary reason for terminating their college education (see Appendix A).

8. Family income was statistically related to retention and attrition through the first two years of college; higher family income increased the likelihood that a student would remain in school. This trend is partially supported through the third year of college; known terminators are statistically more likely than would be expected to report family income less than $7,500.
9. A trend for students who expected scholarships to be more likely to remain in school was significant only after the first year of college. In fact, after three years of college, scholarship expectations may be considered unrelated to student attrition and retention.
10. The previous reports noted a continuing trend for the student who terminated his education to have planned to work more hours per week than expected. Though this is no longer a definite trend among known terminators, significantly more non-respondents than expected indicated plans to work 10 or more hours per week.
11. The trend for students expecting to have a car on campus to be more likely to drop out no longer exists. After the third year in college, plans to bring a car on campus during the freshman year are unrelated to retention or attrition.
12. Significant differences among the four groups with respect to academic variables continue to be among the most consistent findings of the ongoing study. In general, the first two years' persisters and transfers had higher ACT scores, higher high school grade point averages and higher junior year cumulative grade point averages than known terminators and non-respondents. For the 1971 data, non-respondents report significantly lower ACT scores, high school grade point averages, and junior class GPA's. The known terminators, as well as the transfers, tend to resemble persisters.
13. In both Report 2 and Report 3, the level of aspiration of students remaining in school was significantly higher than for those who

terminated their education. After the third year, the only significant difference in this area is a complementary one; fewer non-respondents than expected aspire to the Bachelor's degree.

14. Through the first two years of college, there was a significant trend for those students who expected to live on campus to have an increased likelihood of remaining in school. This trend continues after three years of college, but there is no longer a significant relationship between housing expectations and retention or attrition.

15. Anticipated full or part-time status did not influence retention or attrition for this sample.

TABLE 3

OVERVIEW OF THE STUDY

	Total Number	Percent from Tennessee	Percent from four largest counties in Tennessee	Percent from farm or Open country	Percent from Central City	Percent Caucasian
Original Sample (1968-1969)	5,414	67	29	28	34	85
Persisters (1969-1970)	3,528 65%	65	29	28	34	85
Persisters (1970-1971)	2,279 65%	64	30	26	34	84
Persisters (1971-1972)	1,850 80%	63	32	26	34	83
Transfers (1971-1972)	65 3%	60	25	25	34	85
Known Terminators (1971-1972)	146 6%	69	25	32	32	85
Non-Respondents (1971-1972)	249 11%	70	35	25	37	80

TABLE 3

OVERVIEW OF THE STUDY (Continued)

	Percent 18 years of age or less Jan. 1, 1969	Percent 22 years or older as of Jan. 1, 1969	Percent from High School class of less than 25	Percent from High School class of 400 or more	Percent married when entered school	Percent with family income less than $5,000	Percent with family income $10,000 or more
Original Sample (1968-1969)	78	4	3	17	3	19	23
Persisters (1969-1970)	82	4	3	17	3	20	23
Persisters (1970-1971)	83	4	3	18	3	19	25
Persisters (1971-1972)	84	3	3	19	3	19	25
Transfers (1971-1972)	82	6	2	15	3	17	25
Known Terminators (1971-1972)	75	6	3	14	2	21	18
Non-Respondents (1971-1972)	79	2	2	15	3	23	26

TABLE 3

OVERVIEW OF THE STUDY (Continued)

	Percent expecting scholarship	Percent expecting loan	Percent expecting to work 30 or more hours per week	Percent expecting no exployment	Percent expecting to bring car to campus	Percent with ACT of 26 or over	Percent with ACT of 15 or less
Original Sample (1968-1969)	60	51	3	45	35	11	26
Persisters (1969-1970)	63	50	3	47	32	14	23
Persisters (1970-1971)	64	50	2	48	31	17	20
Persisters (1971-1972)	64	49	2	48	31	17	20
Transfers (1971-1972)	72	43	5	49	29	15	17
Known Terminators (1971-1972)	60	57	2	45	32	14	24
Non-Respondents (1971-1972)	60	51	4	39	33	12	26

TABLE 3

OVERVIEW OF THE STUDY (Continued)

	Percent with H. S. GPA of "B" (2.5) or better	Percent with Freshman college GPA "B" (2.5) or better	Percent with Sophomore college GPA "B" (2.5) or better	Percent with Junior college GPA "B" (2.5) or better	Percent enrolled full-time	Percent expecting at least Bachelor's degree	Percent expecting to live on campus
Original Sample (1968-1969)	62	-	-	-	98	86	70
Persisters (1969-1970)	66	33	-	-	99	93	71
Persisters (1970-1971)	70	36	42	-	99	96	72
Persisters (1971-1972)	71	46	50	57	99	96	74
Transfers (1971-1972)	85	42	51	51	99	95	74
Known Terminators (1971-1972)	64	39	43	51	98	97	64
Non-Respondents (1971-1972)	62	27	25	21	98	93	68

TABLE 4

CURRENT DEGREE STATUS

In the fall, 1971, replies from participating institutions indicated that 57 students had received a bachelor's degree within three years of their entrance to college. Following the definitions of persisters, transfers, known terminators and non-respondents given in Report 2, these 57 students were classified as known terminators. The fact that these graduates constitute 39 percent of students in this classification must be considered when interpreting any statistical findings concerning known terminators.

It is interesting to compare the percentages of males and females among the graduates to the percentages for the 2,310 students considered in this report. Forty-five percent of this year's students are female, while 74 percent of the graduating students are female. On the basis of the X^2 test of association, the percent of female students who have received a bachelor's degree is significantly higher than the percent of females in this year's sample, $X^2_{(1)}=16.939$. On the basis of this small sample, female students are more likely to finish college within 3 years than their male counterparts.

TABLE 4

CURRENT DEGREE STATUS

	PERSISTERS																	
	NO DEGREE COMPLETED						TWO YEAR DEGREE						BACHELOR'S DEGREE					
	TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Public	962	100	558	58	404	42	0	0	0	0	0	0	0	0	0	0	0	0
Private	888	100	467	53	421	47	0	0	0	0	0	0	0	0	0	0	0	0
Total	1,850	100	1,025	55	825	45	0	0	0	0	0	0	0	0	0	0	0	0
	TRANSFERS																	
Public	24	96	12	48	0	0	0	0	0	0	0	0	1	4	1	4	0	0
Private	32	80	14	35	18	45	8	20	5	13	3	8	0	0	0	0	0	0
Total	56	86	26	40	30	46	8	12	5	8	3	5	1	2	1	2	0	0
	KNOWN TERMINATORS																	
Public	47	62	25	33	22	29	6	8	3	4	3	4	23	30	7	9	16	21
Private	31	44	17	24	14	20	5	7	1	1	4	6	34	49	8	11	26	37
Total	78	53	42	29	36	25	11	8	4	3	7	5	57	39	15	10	42	29
	NON-RESPONDENTS																	
Public	142	95	87	58	55	37	7	5	4	3	3	2	0	0	0	0	0	0
Private	98	98	58	58	40	40	2	2	0	0	2	2	0	0	0	0	0	0
Total	240	96	145	58	95	38	9	4	4	2	5	2	0	0	0	0	0	0

TABLE 5

STATE ORIGIN

In the original sample of 5,415 students, 3,610, or 67%, were from Tennessee and 1,805, or 33%, were from out-of-state. Nineteen students, listed as "Other", were from foreign countries. Figure 2 shows the percentages of students from Tennessee for each successive year's persisters transfers, known terminators and non-respondents. Data from 1969 indicated a tendency for a larger percentage of known terminators than expected to be from Tennessee. However, this trend was not statistically significant. In 1970, all four groups were found to have approximately the same distribution of Tennessee and out-of-state students as the persisters of 1969.

Table 5 shows the distribution of students by state origin for September, 1971. For the purposes of analysis, out-of-state and other students were combined to form a single category of non-Tennessee students. The percentage distributions were then compared to the distribution for 1970 persisters. The X^2 test for goodness-of-fit yielded no significant differences.

When the same distributions were compared to the percentages reported in the original sample, the percentage of 1971 persisters from Tennessee was significantly different than the number expected. A $X^2_{(1)}=11.4714$ is significant at the .05 level.

However, when the same comparisons were made with respect to percentages from the original sample, 1971 persisters were less likely to be from the state of Tennessee than was expected. The difference is significant at the .05 level, $X^2_{(1)}=11.4714$. Percentage distributions for transfers, known terminators and non-respondents did not differ significantly from percentages reported for the original sample.

Though the percentage of students from Tennessee does not differ significantly from year to year for persisters, a cumulative effect does prove significant. For students remaining in their original institution for more than three years, the percentage from Tennessee is smaller than would be expected from the percentages of Tennessee students in the original sample.

TABLE 5

STATE ORIGIN

ORIGIN	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
PERSISTERS						
Tennessee	790	82	381	43	1,171	63
Out-of-state	172	18	499	56	671	36
Other	0	0	8	1	8	0
TRANSFERS						
Tennessee	20	80	19	48	39	60
Out-of-state	5	20	19	48	24	37
Other	0	0	2	5	2	3
KNOWN TERMINATORS						
Tennessee	66	87	34	49	100	69
Out-of-state	10	13	36	51	46	32
Other	0	0	0	0	0	0
NON-RESPONDENTS						
Tennessee	128	86	45	45	173	70
Out-of-state	19	13	54	54	73	29
Other	2	1	1	1	3	1

FIGURE 2

DISTRIBUTIONS FOR STUDENTS FROM THE STATE OF TENNESSEE

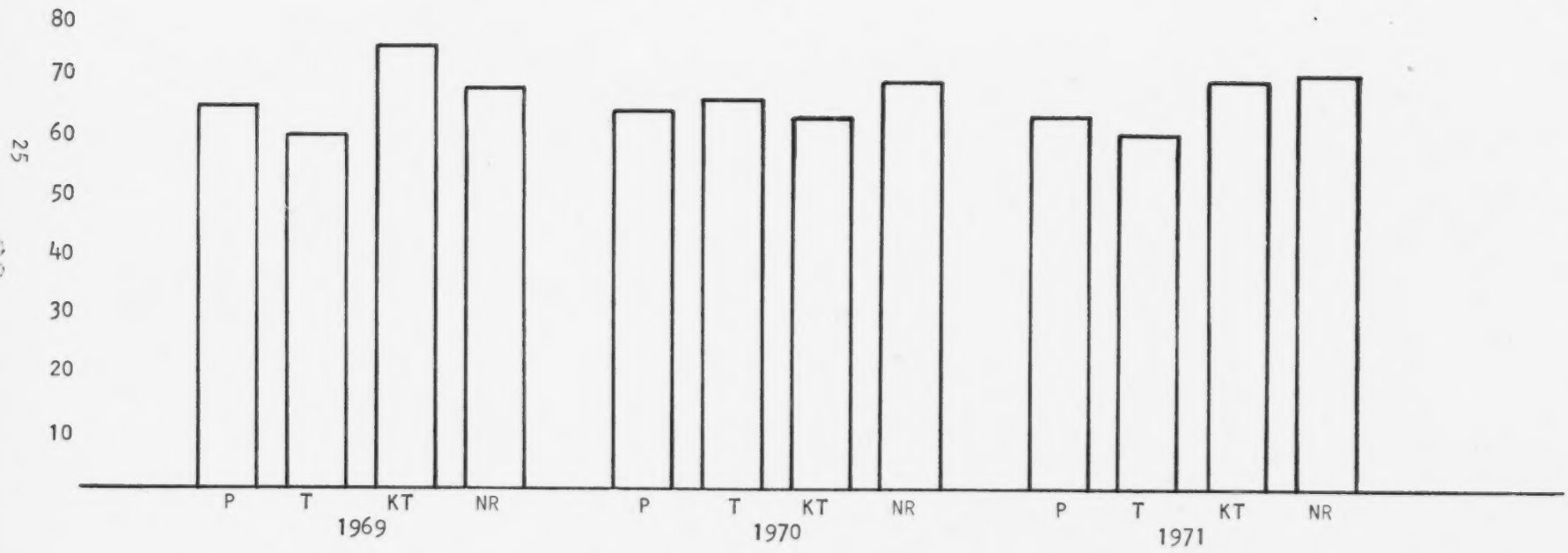

TABLE 6

COUNTY ORIGIN

Table 6 summarizes the county origin of persisters, transfers, known terminators, and non-respondents from the group of persisters of 1970. Note that the percentages do not total 100%. The percentages should total to the percentage of students from Tennessee. For example, 64% of the persisters are from Tennessee, and in Table the percentages for persisters should total 64% (within rounding error).

Table 6 lists numbers and percentages for the four most populous counties in Tennessee and for a category combining the other 91 counties of Tennessee. The 91 less populous counties have been placed in a single category because the number of students from any one of these counties was too small to allow meaningful statistical comparisons.

The percentage distributions for 1971 persisters, transfers, known terminators and non-respondents were compared to the distribution of 1970 persisters. The 1971 persisters were significantly different from 1970 persisters; more students than expected were from Davidson county and fewer than the expected number were from the less populous counties. The other three groups were not statistically different from 1970 persisters.

TABLE 6

COUNTY ORIGIN

ORIGIN	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
PERSISTERS						
Davidson	140	15	97	11	237	13
Hamilton	65	7	18	2	83	5
Knox	50	5	11	1	61	3
Shelby	114	12	90	10	204	11
Others	421	43	165	19	586	34
TRANSFERS						
Davidson	5	20	1	3	6	9
Hamilton	1	4	1	3	2	3
Knox	2	8	1	3	3	5
Shelby	1	4	4	10	5	8
Others	11	44	12	29	23	35
KNOWN TERMINATORS						
Davidson	6	8	5	7	11	8
Hamilton	5	7	1	1	6	4
Knox	5	7	3	4	8	6
Shelby	6	8	5	7	11	8
Others	44	57	20	30	64	44
NON-RESPONDENTS						
Davidson	23	15	14	14	37	15
Hamilton	15	10	2	2	17	7
Knox	9	6	3	3	12	5
Shelby	6	4	14	14	20	8
Others	75	51	12	12	87	35

TABLE 7

TYPE OF COMMUNITY

Students in the original sample were asked to indicate the size of their home community. Subsequently, 28% were identified as being from farm or open country, while 37% were from the suburbs, and 35% from central city. In 1969, after one year, there were no significant departures from this distribution. However, in 1960 there was a significant trend for students from farm and open country to be less likely to remain in the institution of original choice. Among the 1970 persisters, 26% were from farm or open country, 40% were from the suburbs, and 34% from central city. When the percentages for 1971 persisters, transfers, known terminators and non-respondents were compared to these figures, there were no significant differences. Hence, type of home community does not seem to be related to attrition and retention of students after their third year in college.

Figure 3 is a graphical representation of the percentage distributions for successive years of the study. When relating these graphs to the discussion, it is very important to remember that each year's data was analyzed with respect to the previous year's persisters.

TABLE 7

TYPE OF COMMUNITY

TYPE	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
PERSISTERS						
Farm or Open Country	277	29	205	23	482	26
Suburb	367	38	368	41	735	40
Central City	318	33	315	36	633	34
TRANSFERS						
Farm or Open Country	5	20	11	28	16	25
Suburb	14	56	13	33	27	42
Central City	6	24	16	40	22	34
KNOWN TERMINATORS						
Farm or Open Country	26	34	20	29	46	32
Suburb	27	36	27	39	54	37
Central City	23	30	23	33	46	32
NON-RESPONDENTS						
Farm or Open Country	41	28	22	22	63	25
Suburb	62	42	32	32	94	38
Central City	46	31	46	46	92	37

FIGURE 3

TYPE OF COMMUNITY

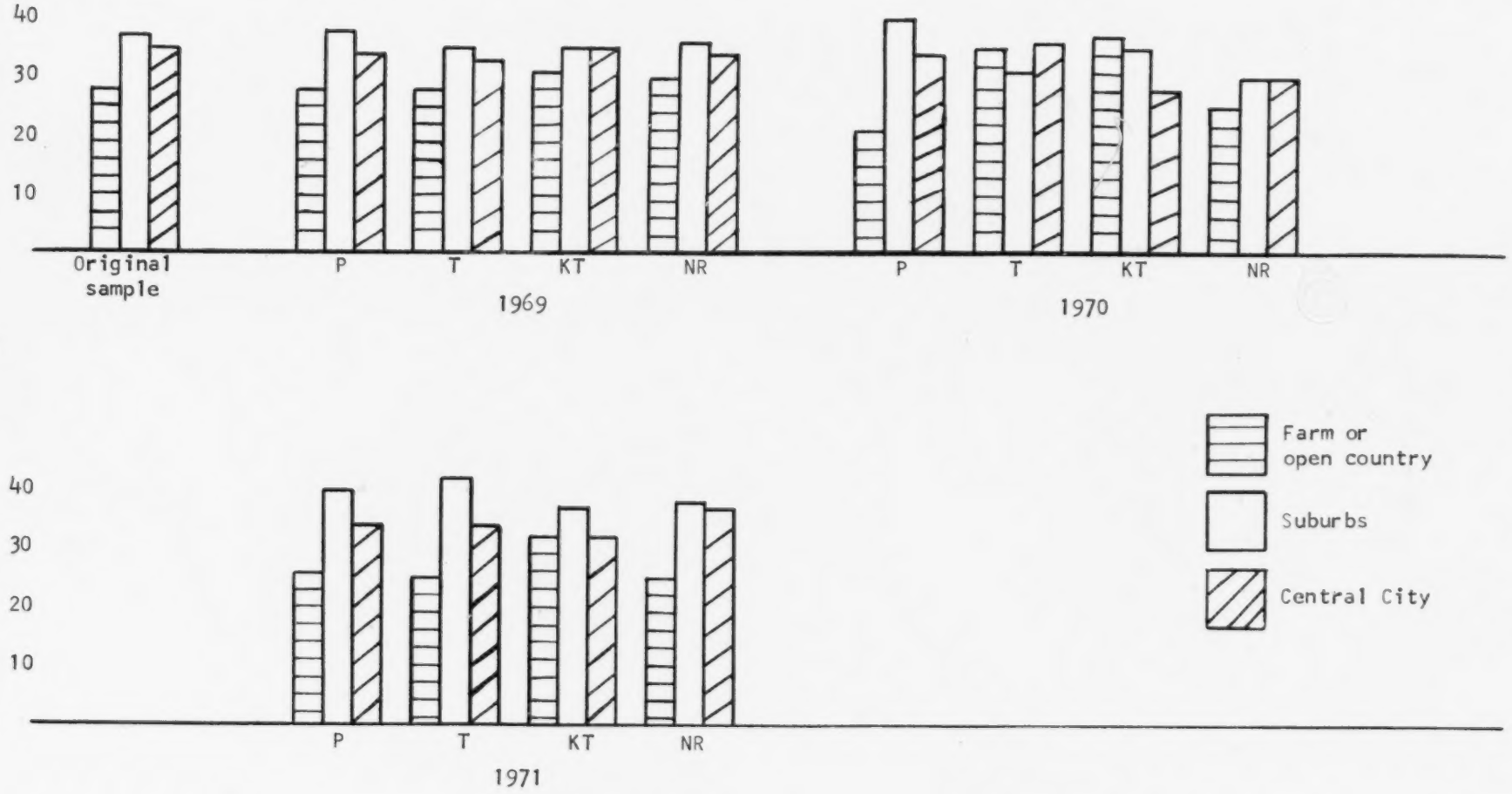

TABLE 7

RACIAL BACKGROUND BY SEX

Though Reports 2 and 3 examined racial background without regard to sex, the current report returns to the format employed in Report 1, a race by sex cross-classification. Though there are 1970 tables arranged in a similar manner, a comparison of 1970 persisters with 1971 groups is inappropriate.[1]

Comparisons were made with respect to the original sample. The 5,415 students of the original sample were distributed as indicated in the following contingency table:

ORIGINAL SAMPLE RACE BY SEX DATA

	Caucasian	Negro	Other and Not Reported
Male	2,559	197	202
Female	2,017	231	209

A X^2 test of association indicates that in the original sample sex and race interact to determine the likelihood that a student will enter college. This relationship is statistically significant at the .05 level, $X^2_{(2)}=20.8421$. Among Caucasians, the male represented a larger percentage of the sample than did females. This situation was reversed for Negro students and those students who either belonged to another race or whose race was not reported. Within this group, the female was more likely to enter college than the male.

A comparison was made between the 1968 entering freshmen and the 1971 persisters, transfers, known terminators, and non-respondents based on the figures given on the following page.

[1] See footnote, page 3 of this report.

	Original Sample	1971 Persisters		Transfers		Known Terminators		Non-Respondents	
		No.	%	No.	%	No.	%	No.	%
Caucasian Male	47.3	886	47.9	26	40.0	51	34.9	125	50.2
Caucasian Female	37.2	652	35.2	29	44.6	73	50.0	75	30.1
Negro Male	3.6	57	3.1	4	6.2	2	1.4	14	5.6
Negro Female	4.3	87	4.7	1	1.5	10	6.8	12	4.8
Other[1] Male	3.7	82	4.4	2	3.1	8	5.5	10	4.0
Other Female	3.9	86	4.6	3	4.6	2	1.4	13	5.2
		$X^2_{(5)}$= 9.4429		$X^2_{(5)}$= 4.1822		$X^2_{(5)}$= 18.9625		$X^2_{(5)}$= 7.9706	

The distribution of persisters did not differ significantly from that of the 1968 sample ($X^2_{(5)}$=9.4429); however, there were some trends worth noting. Fewer Caucasian females than expected were identified as persisters. Similarly, fewer Negro males than expected were persisters. For those students of another race, or whose race was not reported, the numbers for both males and females exceeded expectations. With respect to race and sex, neither transfers nor non-respondents differed significantly from 1968's entering freshmen, $X^2_{(5)}$=4.1822 and $X^2_{(5)}$=7.9706, respectively. However, percentages for known terminators were significantly different than 1968 percentages; X^2=18.9625 was significant at the .05 level. This significance was primarily due to sex difference among Caucasian students. More Caucasian females than expected and fewer Caucasian males than expected left their original institution after three years. Though of lesser magnitude, there were also sex differences among

[1]"Other" includes those students who indicated their race as "other" as well as those who are listed as "not reported".

black students; more females than expected and fewer males than expected terminated their education. In viewing these results, it was important to recall that 1971's known terminators included those students who completed a degree program in three years and female students dominated this group of graduates. If time had allowed, the separation of bachelor degree recipients from other terminators, the results might well have been in another direction.

To further analyze the relationship between sex by race variables and college attrition-retention, data on known terminators and non-respondents was cumulated. The total number of students who had fallen into either classification in the 1968, 1969, 1970 and 1971 reports were summed and corrected to allow for the discrepancy between 1970 and 1971 count of non-respondents.

Caucasian		Negro		Other or not reported	
Male	Female	Male	Female	Male	Female
1,342	1,070	116	126	99	100

When compared with the original sample, this distribution results in $X^2_{(5)}=3.4262$ which is not significant at the .05 level. At least for this sample, it seems that sex by race classifications are not related to the cumulative attrition of Tennessee college students.

TABLE 7

RACIAL BACKGROUND BY SEX

	CAUCASIAN						NEGRO						OTHER						NOT REPORTED					
	TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE		TOTAL		MALE		FEMALE	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
PERSISTERS																								
Public	793	82	477	50	316	33	34	4	11	1	23	2	0	0	0	0	0	0	135	14	70	7	65	7
Private	745	84	409	46	336	38	110	12	46	5	64	7	0	0	0	0	0	0	33	4	12	1	21	2
Total	1,538	83	886	48	652	35	144	8	57	3	87	5	0	0	0	0	0	0	168	9	82	4	86	5
TRANSFERS																								
Public	22	88	11	44	11	44	0	0	0	0	0	0	0	0	0	0	0	0	3	12	2	8	1	4
Private	33	83	15	38	18	45	5	13	4	10	1	3	1	3	0	0	1	3	1	3	0	0	1	3
Total	55	85	26	40	29	45	5	8	4	6	1	2	1	2	0	0	1	2	4	6	2	3	2	3
KNOWN TERMINATORS																								
Public	65	86	29	38	36	47	4	5	0	0	4	5	0	0	0	0	0	0	7	9	6	8	1	1
Private	59	84	22	31	37	53	8	11	2	3	6	9	0	0	0	0	0	0	3	4	2	3	1	1
Total	124	85	51	35	73	50	12	8	2	1	10	7	0	0	0	0	0	0	10	7	8	6	2	1
NON-RESPONDENTS																								
Public	124	83	78	52	46	31	7	5	5	3	2	1	0	0	0	0	0	0	18	12	8	5	10	7
Private	76	76	47	47	29	29	19	19	9	9	10	10	0	0	0	0	0	0	5	5	2	2	3	3
Total	200	80	125	50	75	30	26	10	14	6	12	5	0	0	0	0	0	0	23	9	10	4	13	5

TABLE 9

AGE

Both Report 2 and Report 3 record the age of students as of January 1, 1969, midway in the freshman year. In order to compare the data for the current report with the 1970 persisters, Table 9 also reports the ages of the students as of January 1, 1969. Report 2 concluded "known terminators tend to be older while the persisters and transfers tend to be younger and that these trends are indeed statistically significant." Report 3 arrived at the same conclusion, 1970 known terminators were significantly older than the persisters or transfers.

The 1971 data includes only the persisters from the 1970 population. In 1970, 83% of the persisters fell in the category "18 years of age or less" as entering freshmen, 12% were 19 years of age, 2% were 20, 1% were 21, and 4% were 22 or older. When the percentages for this year's persisters, transfers, known terminators, and non-respondents were compared with the 1970 distribution, only the 1971 persisters were significantly different, $\chi^2_{(4)}=16.6942$. This year's persisters tended to be younger than expected. The trend reported in 1969 and 1970 continues in the 1971 follow-up.

TABLE 9

AGE

AGE	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
PERSISTERS						
18 or less	841	87	717	81	1,558	84
19	90	9	114	13	204	11
20	11	1	13	2	24	1
21	2	0	6	1	8	0
22 or over	18	2	38	4	56	3
TRANSFERS						
18 or less	24	96	29	73	53	92
19	0	0	6	15	6	9
20	0	0	2	5	2	3
21	0	0	0	0	0	0
22 or over	1	4	3	8	4	6
KNOWN TERMINATORS						
18 or less	60	79	49	70	109	75
19	9	12	15	21	24	16
20	1	1	1	1	2	1
21	3	4	0	0	3	2
22 or over	3	4	5	7	8	6
NON-RESPONDENTS						
18 or less	122	82	75	75	197	79
19	21	14	15	15	36	15
20	2	1	6	6	8	3
21	1	1	2	2	3	1
22 or over	3	2	2	2	5	2

FIGURE 4

PERCENT OF STUDENTS REPORTING AGE

OF 18 OR LESS AS OF JANUARY 1, 1969

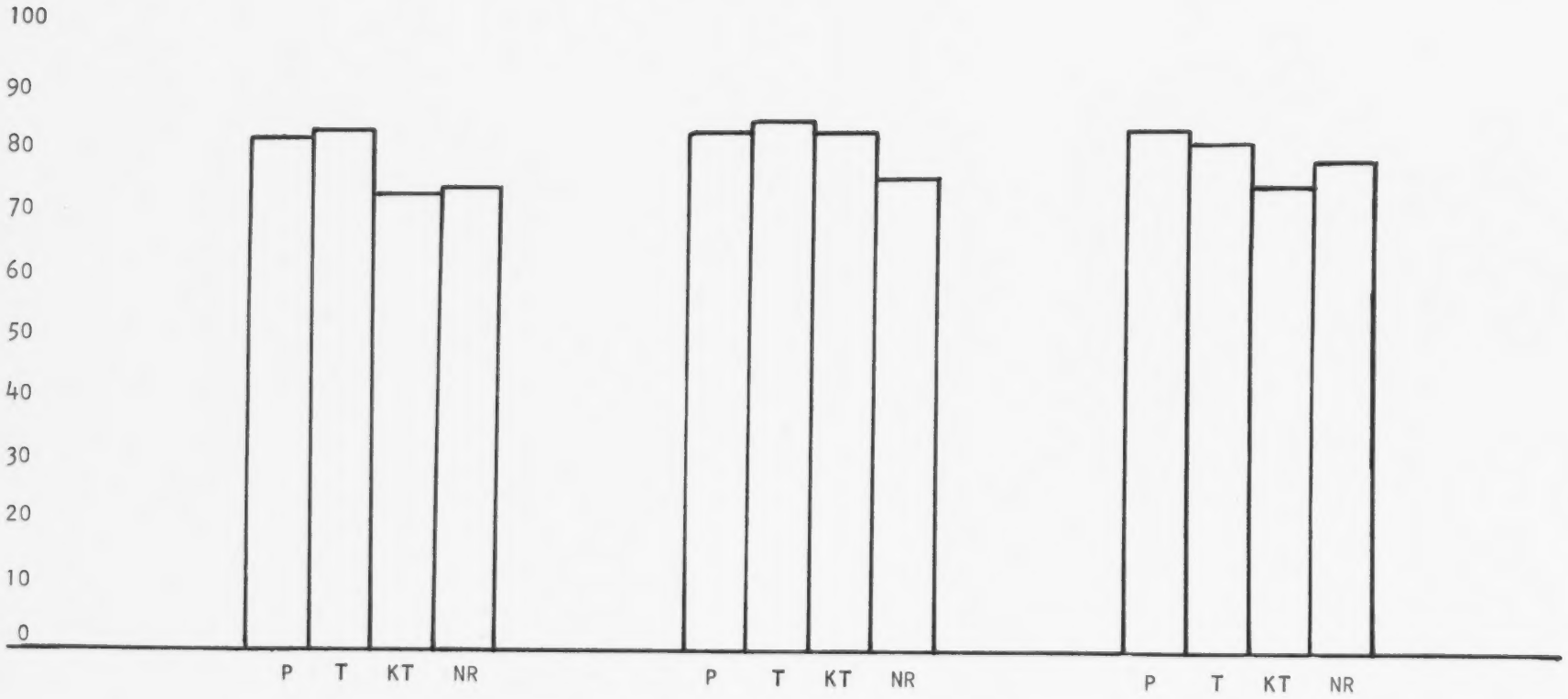

TABLE 10

HIGH SCHOOL CLASS SIZE

Report 3 summarized findings related to high school class size,

> "After the first year there was a significant trend for students from larger schools [100-399] to be more likely to remain in college. This trend continues for the students after the second year of college; however . . . this trend is not as marked after the first year and, in fact, is not significant."

Among 1970 persisters, 3% were from high schools enrolling less than 25 students, 19% were from schools enrolling 25-99, 59% from schools with 100-399 students, and 18% from schools with 400 or more students.

A comparison of 1971 students with this group yields no significant difference. After three years in college, high school class size does not seem to be related to the retention and attrition of students.

TABLE 10

HIGH SCHOOL CLASS SIZE

SIZE	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
PERSISTERS						
Less than 25	16	2	39	4	55	3
25-99	166	17	177	20	343	19
100-399	593	62	485	55	1,078	58
400 or more	174	18	182	21	356	19
TRANSFERS						
Less than 25	0	0	1	3	1	2
25-99	4	16	14	35	18	28
100-399	18	72	17	43	35	54
400 or more	3	12	7	18	10	15
KNOWN TERMINATORS						
less than 25	1	1	3	4	4	3
25-99	13	17	16	23	29	20
100-399	53	70	40	57	93	64
400 or more	9	12	11	16	20	14
NON-RESPONDENTS						
Less than 25	2	1	4	4	6	2
25-99	36	24	21	21	57	23
100-399	90	60	57	57	147	59
400 or more	21	14	17	17	38	15

FIGURE 5

HIGH SCHOOL CLASS SIZE

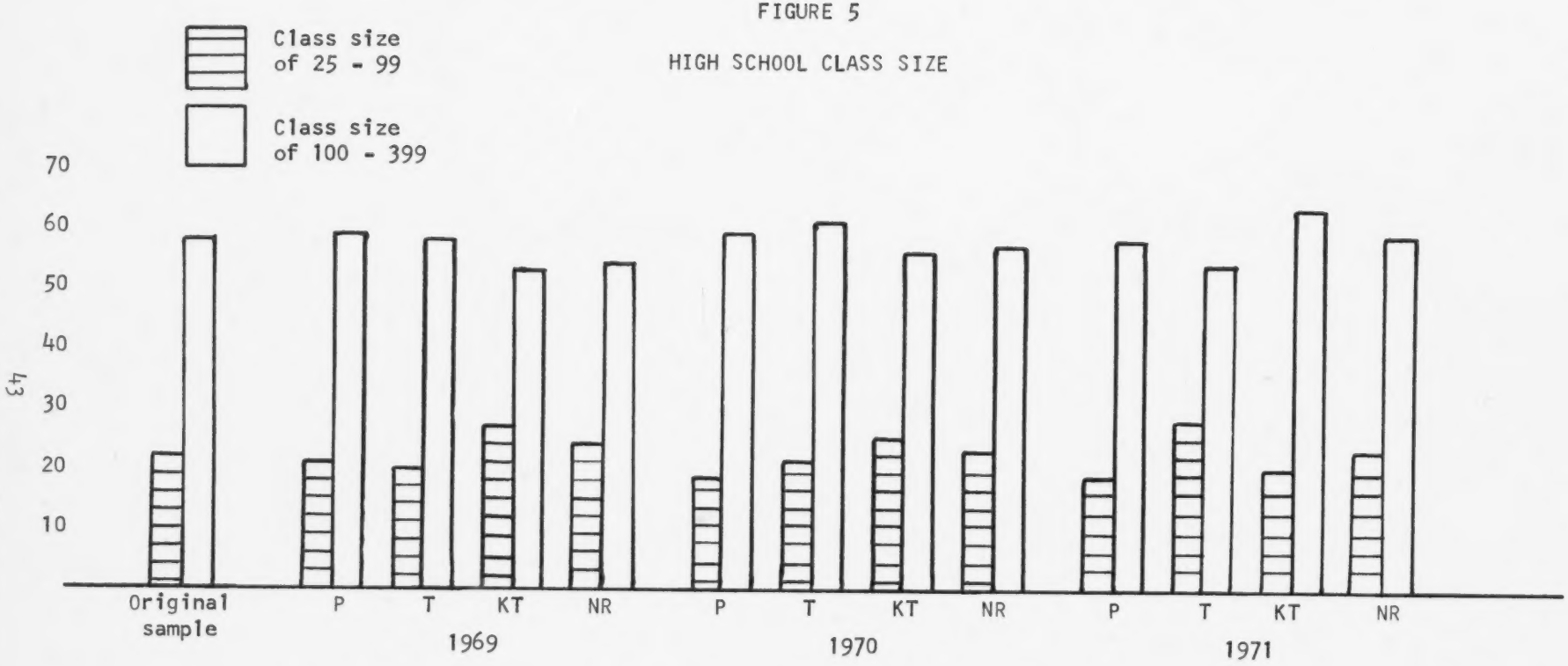

TABLE 11

MARITAL STATUS

Report 2 found support for the hypothesis that " . . . the dropout is more likely than is the non-dropout to have been married when he started college."[1] However, Report 3 concluded that this trend was no longer evident at the end of the second year in college.

This year's data indicates that marital status as an entering freshman does not appear to be related to the retention or attrition of students after their third year of college. There are no significant differences between 1971 persisters, transfers, known terminators and non-respondents when each group is compared to 1971 persisters.

The generalizability of this result is limited because minimal information is available concerning changes in marital status. There is no data on changes in marital status during the course of their college career for students classified as persisters or non-respondents. Questionnaires returned by students who did not continue in their original institution requested information on marital status and a summary of these returns is included in Appendix A.

[1] Robert J. Panos and Alexander W. Astin, "Attrition Among College Students." American Educational Research Journal, V (January, 1968), p. 8.

TABLE 11

MARITAL STATUS

STATUS	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
PERSISTERS						
Married	19	2	34	4	53	3
Single	937	97	846	95	1,783	96
Divorced or Widowed	0	0	2	0	2	1
Confidential	1	0	2	0	3	2
TRANSFERS						
Married	0	0	2	5	2	3
Single	25	100	38	95	63	97
Divorced or Widowed	0	0	0	0	0	0
Confidential	0	0	0	0	0	0
KNOWN TERMINATORS						
Married	1	1	2	3	3	2
Single	75	99	68	97	143	98
Divorced or Widowed	0	0	0	0	0	0
Confidential	0	0	0	0	0	0
NON-RESPONDENTS						
Married	4	3	4	4	8	3
Single	144	97	96	96	240	96
Divorced or Widowed	0	0	0	0	0	0
Confidential	0	0	0	0	0	0

TABLE 12

FINANCIAL STATUS

After the first year, transfer students were more likely to be from high income families than students from other groups. There was also a slight trend for persisters to be from more affluent families than known terminators. After the second year, persisters were again from more affluent families than known terminators.

After the third year, percentages for the four groups are not statistically different from the distribution of family income for 1970 persisters given below:

Income	Percent
Less than $3,000	7%
3,000 - 4,999	12%
5,000 - 7,499	18%
7,500 - 9,999	14%
10,000 - 14,999	15%
15,000 - 19,999	5%
20,000 - 24,999	3%
25,000 or over	2%
Confidential	5%
Don't Know	20%

However, there is a significant trend when income categories are collapsed so that all students with family income under $7,500 are compared with those whose family income is $7,500 or more. Figure 6 is a graphical representation of percentage distributions for the three years of the study. In 1971, significantly more known terminators than would be expected report a family income less than $7,500. Hence, level of family income continues to be related to student retention or attrition through the third year of college.

TABLE 12

FINANCIAL STATUS

STATUS	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
PERSISTERS						
Less than $3,000	59	6	63	7	122	7
$ 3,000 - $ 4,999	121	13	103	12	224	12
5,000 - 7,499	189	20	148	17	337	18
7,500 - 9,999	143	15	115	13	258	14
10,000 - 14,999	143	15	135	15	278	15
15,000 - 19,999	42	4	43	5	85	5
20,000 - 24,999	22	2	23	3	45	2
25,000 or over	17	2	29	3	46	3
Confidential	47	5	42	5	89	5
Don't know	179	19	187	21	366	20
TRANSFERS						
Less than $3,000	0	0	6	15	6	9
$ 3,000 - $ 4,999	2	8	3	8	5	8
5,000 - 7,499	6	24	9	23	15	23
7,500 - 9,999	3	12	2	5	5	8
10,000 - 14,999	4	16	5	13	9	14
15,000 - 19,999	1	4	4	10	5	8
20,000 - 24,999	1	4	0	0	1	2
25,000 or over	1	4	0	0	1	2
Confidential	0	0	1	3	1	2
Don't know	7	28	10	25	17	26

TABLE 12

FINANCIAL STATUS

(Continued)

STATUS	KNOWN TERMINATORS					
	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
Less than $3,000	6	8	3	4	9	6
$ 3,000 - $ 4,999	8	11	13	19	21	14
5,000 - 7,499	23	30	10	14	33	23
7,500 - 9,999	7	9	10	14	17	12
10,000 - 14,999	11	15	3	4	14	10
15,000 - 19,999	3	4	5	7	8	6
20,000 - 24,999	1	1	1	1	2	1
25,000 or over	1	1	1	1	2	1
Confidential	3	4	5	7	8	6
Don't know	13	17	19	27	32	22
	NON-RESPONDENTS					
Less than $3,000	10	7	10	10	20	8
$ 3,000 - $ 4,999	21	14	16	16	37	15
5,000 - 7,499	23	15	14	14	37	15
7,500 - 9,999	22	15	14	14	36	15
10,000 - 14,999	22	15	15	15	37	15
15,000 - 19,999	9	6	5	5	14	6
20,000 - 24,999	7	5	1	1	8	3
25,000 or over	4	3	1	1	5	2
Confidential	5	3	4	4	9	4
Don't know	26	17	20	20	46	19

FIGURE 6

FAMILY INCOME

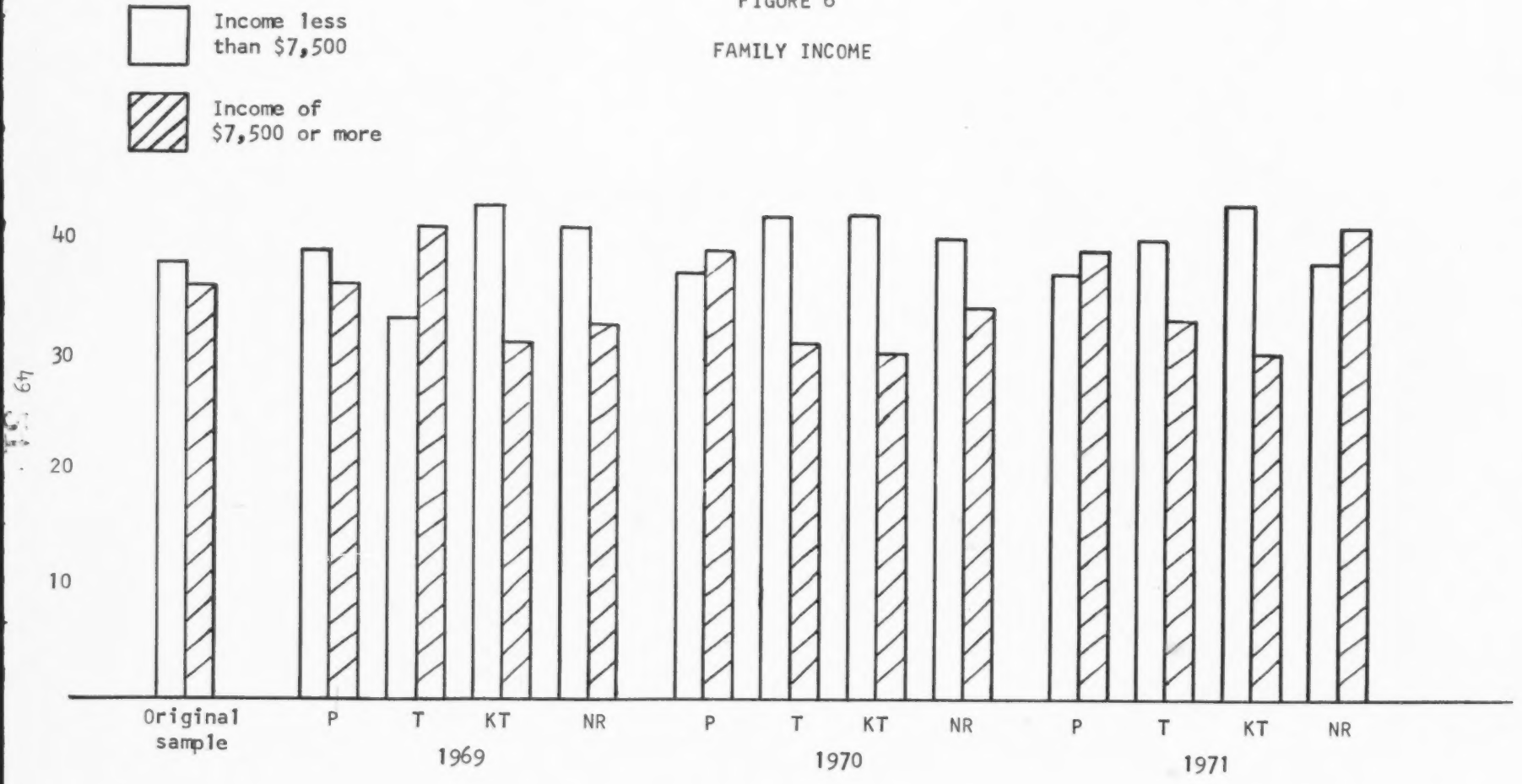

TABLE 13

SCHOLARSHIPS AND LOANS

During the first two years of college, there were no differences reported among the four groups with respect to loan expectations; however, students expecting scholarships tended to be more likely to remain in school. This tendency was statistically significant during the first year, but not during the second.

In 1970, 64% of the persisters expected a scholarship at some time during their college career and 50% expected loans.

When the 1971 data is compared to these percentages, there are no significant differences for any of the four groups. No data is available to indicate whether the students ever actually received a scholarship or loan.

In summary, neither scholarship nor loan expectations are related to student retention and attrition after three years.

TABLE 13

SCHOLARSHIPS AND LOANS

RECIPIENTS	PUBLIC				PRIVATE				TOTAL			
	Scholarship		Loan		Scholarship		Loan		Scholarship		Loan	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
PERSISTERS												
First year and thereafter	474	49	279	29	424	48	324	37	898	49	603	33
Yes, but not first year	150	16	190	20	143	16	117	13	293	16	307	17
Probably never	326	34	480	50	313	35	437	49	639	35	917	50
TRANSFERS												
First year and thereafter	13	52	4	16	22	55	11	28	35	54	15	23
Yes, but not first year	6	24	5	20	6	15	8	20	12	19	13	20
Probably never	6	24	16	64	11	28	18	45	17	26	34	52
KNOWN TERMINATORS												
First year and thereafter	32	42	19	25	32	46	30	43	64	44	49	34
Yes, but not first year	12	16	23	30	12	17	11	16	24	16	34	23
Probably never	32	42	34	45	26	37	29	41	58	40	63	43
NON-RESPONDENTS												
First year and thereafter	55	37	53	36	49	49	38	38	104	42	91	37
Yes, but not first year	30	20	21	14	15	15	15	15	45	18	36	15
Probably never	64	43	75	50	35	35	46	46	99	40	121	49

TABLE 14

WORK HOURS PER WEEK

After one year of college, known terminators and non-respondents were more likely to have made plans for at least part-time work than were the persisters and transfers. This trend continued through the second year, though it ceased to be statistically significant.

Goodness-of-fit tests indicate that percentages for 1971 persisters, transfers, and known terminators did not differ significantly from the distribution for the preceding year's persisters. However, comparisons between 1970 persisters and 1971 non-respondents lead to $X^2_{(4)}=15.1248$ which is significant at the .05 level. Continuing the trend of the preceding two years, the non-respondents are more likely to have made work plans than expected. The percentage distributions for this comparison follows:

	1970 Persisters	1971 Non-Respondents
No work	48%	39%
1-9 hours per week	19%	18%
10-19 hours per week	24%	31%
20-29 hours per week	7%	8%
30 or more hours per week	2%	4%

The major differences occur in the categories of "no work," "10-19 hours per week," and "30 or more hours per week."

When interpreting these results it is necessary to recall that the data records the student's work load as he anticipated it upon college entrance. The number of students who actually fulfilled their expectations is open to speculation.

TABLE 14

WORK HOURS PER WEEK

	PUBLIC		PRIVATE		TOTAL	
PERSISTERS	No.	%	No.	%	No.	%
No work hours per week	469	49	427	48	896	48
1-9 work hours per week	192	20	146	16	338	18
10-19 work hours per week	215	22	230	26	445	24
20-29 work hours per week	70	7	61	7	131	7
30 or more work hours per week	16	2	24	3	40	2
TRANSFERS						
No work hours per week	14	56	18	45	32	49
1-9 work hours per week	5	20	10	25	15	23
10-19 work hours per week	4	16	7	18	11	17
20-29 work hours per week	2	8	2	5	4	6
30 or more work hours per week	0	0	3	8	3	5
KNOWN TERMINATORS						
No work hours per week	37	49	28	40	65	45
1-9 work hours per week	14	18	19	27	33	23
10-19 work hours per week	12	16	17	24	29	20
20-29 work hours per week	11	15	5	7	16	11
30 or more work hours per week	2	3	1	1	3	2
NON-RESPONDENTS						
No work hours per week	68	46	29	29	97	39
1-9 work hours per week	23	15	22	22	45	18
10-19 work hours per week	39	26	39	39	78	31
20-29 work hours per week	12	8	7	7	19	8
30 or more work hours per week	7	5	3	3	10	4

FIGURE 7

EXPECTATION CONCERNING WORK HOURS PER WEEK

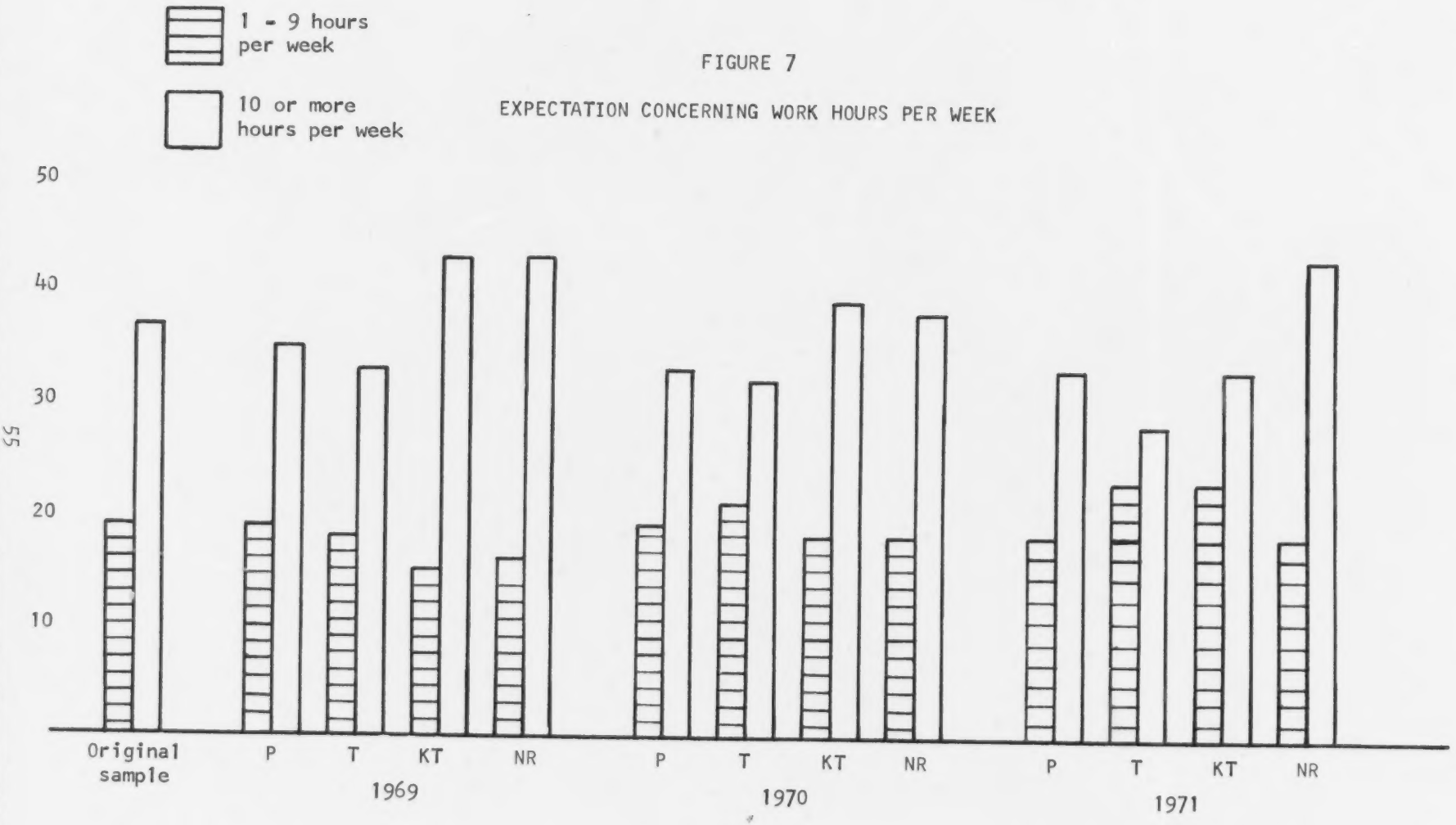

TABLE 15

CAR ON CAMPUS

Reports 2 and 3 found support for the contention that the student who plans to have a car on campus as a freshman is more likely to drop out. After the first year of college, the number of known terminators and non-respondents who had planned to have a car on campus was significantly higher than expected. This trend continued through the second year, though it did not achieve significance at the .05 level. By 1970, only 31% of the persisters had planned to bring a car to college.

All four of the 1971 groups exhibit comparable percentages; there were no significant differences. After the third year of college, the expectation of having a car on campus does not seem to be related to the retention and attrition of students. It is important in looking at these results to remember that the data indicates those students who planned to have a car on campus; no data is available to show whether these plans were carried out.

TABLE 15

CARS ON CAMPUS

TRANSPORTATION	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
PERSISTERS						
Car on campus	323	34	243	27	566	31
No car on campus	627	65	639	72	1,266	68
TRANSFERS						
Car on campus	8	32	11	28	19	29
No car on campus	17	68	26	65	43	66
KNOWN TERMINATORS						
Car on campus	29	38	18	26	47	32
No car on campus	47	62	52	74	99	68
NON-RESPONDENTS						
Car on campus	51	34	31	31	82	33
No car on campus	98	66	68	68	166	67

TABLE 16

ACT SCORES

Both the 1969 and 1970 follow-up studies reported a highly significant relationship between ACT scores and college retention and attrition. In 1969, transfer students scored highest on the ACT program, followed closely by the persisters. The known terminators and non-respondents' scores were much lower. In 1970, the persisters recorded the highest, followed by transfers. In comparison, those students who had left the original institution again had lower ACT scores.

The distribution of ACT scores for 1970 persisters is as follows:

Scores	Percent
15 or less	20
16 - 20	30
21 - 25	33
26 or more	17

At the end of the third year of college, the relationship between ACT scores and retention-attrition is less striking than in previous years. There are no significant differences between percentages for 1970 persisters and 1971 persisters, transfers and known terminators. However, this year's non-respondents exhibit a significant tendency toward lower ACT scores ($X^2_{(3)}=11.4605$). A comparison of percentages indicates that major discrepancies exist between the 60% of non-respondent students who scored 20 or less and the 50% of persisters who scored 20 or less in 1970. The trend for known terminators to score lower is no longer significant when $X^2_{(3)}=2.2194$. This may be due to the inclusion of graduates in the known terminator category. The extremes of the distribution for known terminators does indicate a tendency toward lower ACT scores. Twenty-four percent scored 51 or less compared to an expected 20%, while at the upper extreme, only 14% achieved at the level reached by 17% of the 1970 persisters.

In summary, after three years of college, ACT scores continue to be related to student retention and attrition, but the relationship is not so dramatic as in previous years.

TABLE 16

ACT SCORES

SCORES	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
PERSISTERS						
15 or less	189	20	185	21	374	20
16-20	284	30	258	29	542	29
21-25	361	38	251	28	612	33
26 or over	128	13	194	22	322	17
Mean	19.99		20.53		20.25	
TRANSFERS						
15 or less	4	16	7	18	11	17
16-20	8	32	13	33	21	32
21-25	9	36	14	35	21	32
26 or over	4	16	6	15	10	15
Mean	20.92		19.35		19.95	
KNOWN TERMINATORS						
15 or less	22	29	13	19	35	24
16-20	21	28	24	34	45	31
21-25	26	34	20	29	46	32
26 or over	7	9	13	19	20	14
Mean	18.71		19.90		19.28	
NON-RESPONDENTS						
15 or less	37	25	27	27	64	26
16-20	49	33	37	37	86	35
21-25	43	29	26	26	69	28
26 or over	20	13	10	10	30	12
Mean	19.54		18.59		19.16	

TABLE 17

HIGH SCHOOL GRADE POINT AVERAGE

In the past, findings for high school grade point had paralleled findings for the ACT. After one year of college, transfers had the highest high school grade point average, and they were closely followed by the persisters. Known terminators and non-respondents had generally lower GPA's. These differences were significant at the .05 level. Following the second year of college, persisters and transfers had exchanged positions, but they continued to be associated with higher high school grades than either the known terminators or non-respondents.

When 1971 students are compared to the 1970 persisters, only transfers and non-respondents are significantly different from preceding year's persisters. The 1970 persister's percentages were 3, 28, 50 and 20. Among transfers, more students than expected have high school GPA's greater than 2.5, while among non-respondents, more students than expected report GPA's less than 2.5. Thus, the transfers and non-respondents follow the trend set in the previous two years. In fact, a quick glance at mean grade point for each group indicates a return to the order found after the first year - transfers have the highest mean grade followed by persisters, known terminators and non-respondents. As with the ACT score, lack of significant differences for known terminators may be the result of including college graduates in that category. Indeed, the distributions for persisters and known terminators are both comparable to last year's persisters.

In summary, there is still a significant relationship between high school grade point average and student retention and attrition after three years of college, but it is not so striking as in previous years.

TABLE 17

HIGH SCHOOL GRADE POINT AVERAGE

AVERAGE	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
PERSISTERS						
1.4 or less	19	2	29	3	48	3
1.5-2.4	253	26	241	27	494	27
2.5-3.4	501	52	410	46	911	49
3.5-4.0	189	20	208	23	397	22
Mean	2.775		2.766		2.771	
TRANSFERS						
1.4 or less	0	0	0	0	0	0
1.5-2.4	2	8	8	20	10	15
2.5-3.4	17	68	24	60	41	63
3.5-4.0	6	24	8	20	14	22
Mean	2.974		2.821		2.880	
KNOWN TERMINATORS						
1.4 or less	1	1	1	1	2	1
1.5-2.4	34	45	17	24	51	35
2.5-3.4	33	43	35	50	68	47
3.5-4.0	8	11	17	24	25	17
Mean	2.571		2.834		2.697	
NON-RESPONDENTS						
1.4 or less	9	6	4	4	13	5
1.5-2.4	52	35	29	29	81	33
2.5-3.4	68	46	59	59	127	51
3.5-4.0	20	13	8	8	28	11
Mean	2.533		2.589		2.555	

FIGURE 8

PERCENT REPORTING HIGH SCHOOL GRADE POINT AVERAGES
OF 2.5 ("B") OR BETTER

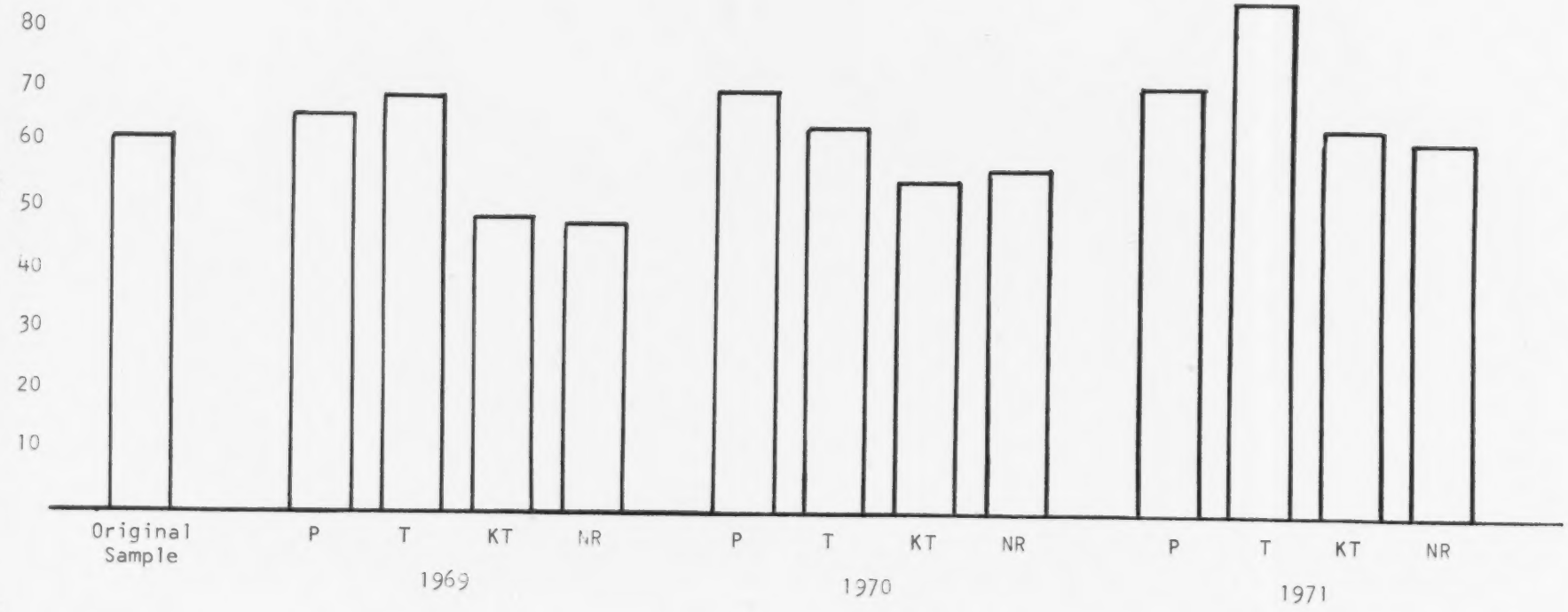

TABLE 18

JUNIOR CLASS GRADE POINT AVERAGE

At the start of the 1971-1972 academic year, a form was sent to each college involved in the study asking for a cumulative grade point average (GPA) for each of the persisters of 1970.[1] Again, all grades were converted to a 4-point scale for the purpose of this report.

The persisters of 1970 had the following distribution of grades reported for cumulative GPA after the third year of college.

Not reported	1
1.4 or less	6
1.5 - 2.4	51
2.5 - 3.4	36
3.5 - 4.0	6

After the third year of college, 57% of the persisters, 51% of the transfers, 51% of the known terminators, and 21% of the non-respondents have cumulative GPA's of "B" or greater. This year's persisters have significantly higher GPA's than expected ($X^2_{(4)}$=226.8321), while non-respondents have significantly lower GPA's than expected ($X^2_{(4)}$=63.8917). Neither transfers nor known terminators are statistically different from their parent population, though both of these groups have a tendency to report higher GPA's than expected.

[1] See footnote page 3 of this report.

TABLE 18

JUNIOR CLASS GRADE POINT AVERAGE

AVERAGE	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
PERSISTERS						
No GPA reported	0	0	0	0	0	0
1.4 or less	12	1	5	1	17	1
1.5-2.4	447	47	331	37	778	42
2.5-3.4	451	47	458	52	909	49
3.5-4.0	52	5	94	11	146	8
Mean	2.537		2.675		2.603	
TRANSFERS						
No GPA reported	0	0	0	0	0	0
1.4 or less	2	8	0	0	2	3
1.5-2.4	9	36	21	53	30	46
2.5-3.4	12	48	13	33	25	39
3.5-4.0	2	8	6	15	8	12
Mean	2.464		2.662		2.586	

TABLE 18

JUNIOR CLASS GRADE POINT AVERAGE (Continued)

	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
KNOWN TERMINATORS						
No GPA reported	0	0	0	0	0	0
1.4 or less	4	5	3	4	7	5
1.5-2.4	39	51	26	37	65	45
2.5-3.4	30	40	30	43	60	41
3.5-4.0	3	4	11	16	14	10
Mean	2.357		2.692		2.517	
NON-RESPONDENTS						
No GPA reported	10	7	0	0	10	4
1.4 or less	11	7	11	11	22	9
1.5-2.4	97	65	67	67	164	66
2.5-3.4	30	20	20	20	50	20
3.5-4.0	1	1	2	2	3	1
Mean	1.951		2.158		2.034	

FIGURE 9

PERCENT OF EACH GROUP WITH

CUMULATIVE GRADE POINT AVERAGE OF 2.5 ("B") OR BETTER

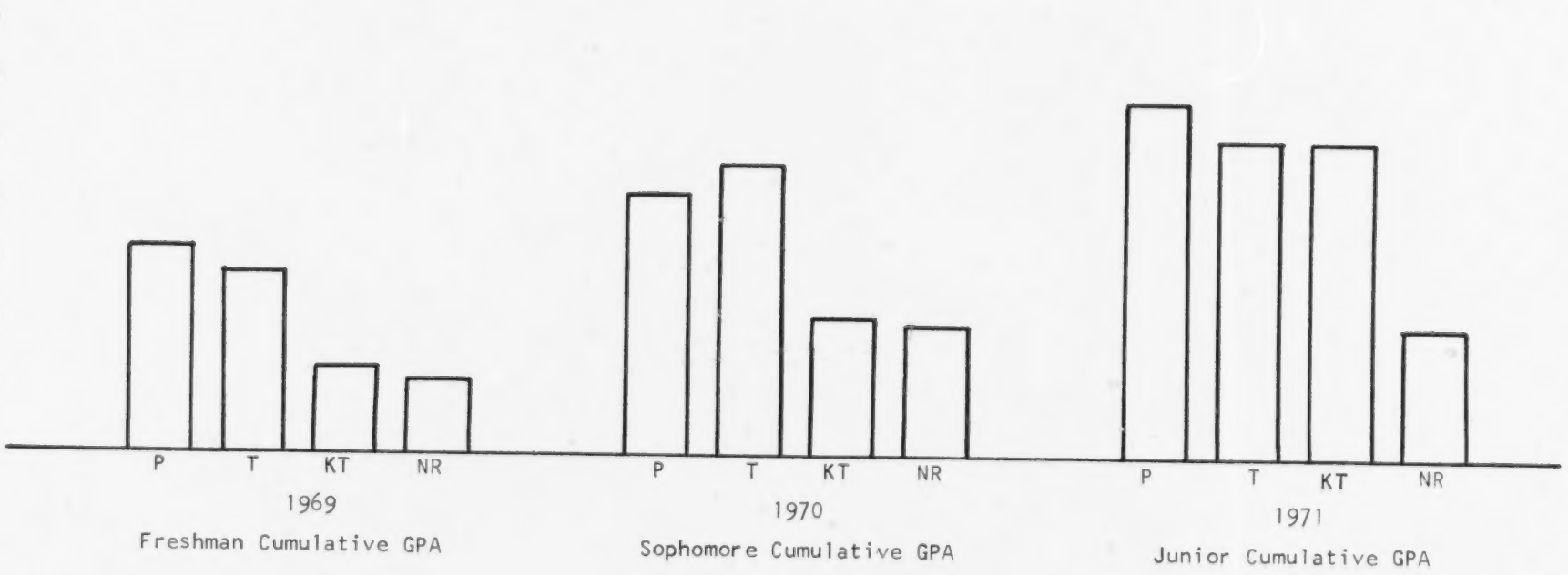

TABLE 19

PROPOSED FIELD OF STUDY

For the persisters of 1970 and the four groups for 1971, the following distribution was found:

Field	Persisters 1970	Persisters 1971	Transfers 1971	Known Terminators 1971	Non-Respondents 1971
Undecided	16	16	19	16	18
Education	20	20	17	32	17
Soc.Sci.-Rel.	14	14	15	10	15
Business-Fin.	11	12	5	10	10
Political,Pers.	2	2	0	3	2
Scientific	7	7	6	7	7
Agr.-Forestry	2	2	2	1	3
Health	7	7	20	7	5
Arts & Human.	10	10	6	9	12
Engineering	9	9	11	6	10
Trade & Ind.	1	1	0	1	2
Other	0	0	0	0	0
Housewife	0	0	0	0	0

Using a goodness-of-fit test to compare each 1971 group with its parent population (1970 persisters) results in only one statistically significant finding. With $X^2_{(10)}=22.0173$, the transfer students differ from 1970 persisters at a significance level of .05.

Students who proposed health or engineering as a field of study are more likely to transfer, while those who proposed business-finance or political, persuasion as their major field are less likely to transfer than expected.

Though goodness-of-fit tests for the remaining three groups do not produce significant results, several trends are worth noting: 1) Students who planned to major in education are more likely to belong to the known

terminator group and less likely to be non-respondents; 2) students who proposed engineering as their field of study are less likely to be known terminators; and 3) students who proposed social science-religion as a field of study are less likely to be known terminators than would be expected by considering the distribution of 1970 persisters. Several of these trends are similar to those observed in the 1969 and 1970 reports; however, they are not significant and generalizability is limited.

In summary, the proposed field of study does seem to bear a significant relationship to the likelihood of transfer after three years of college. No other trends are significant. Any finding must be interpreted with the realization that the data reflects only the student's proposed field of study at the time he took the ACT examination, not necessarily his major field of study.

TABLE 19

PROPOSED FIELD OF STUDY

	PERSISTERS					
FIELD	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
Undecided	140	15	155	18	295	16
Education	182	19	182	21	364	20
Soc. Sci.-Relig.	113	12	142	16	255	14
Business-Finance	126	13	87	10	213	12
Political, Persuas.	23	2	20	2	43	2
Scientific	62	6	72	8	134	7
Agriculture-Forestry	37	4	3	0	40	2
Health	64	7	57	6	121	7
Arts and Humanities	82	9	104	12	186	10
Engineering	113	12	60	7	173	9
Trade and Industrial	16	2	2	0	18	1
Some other field	4	0	3	0	7	0
Housewife	0	0	1	0	1	0

TABLE 19

PROPOSED FIELD OF STUDY (Continued)

	TRANSFERS					
FIELD	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
Undecided	6	24	6	15	12	19
Education	4	16	7	18	11	17
Soc. Sci.-Relig.	2	8	8	20	10	15
Business-Finance	1	4	2	5	3	5
Political, Persuas.	0	0	0	0	0	0
Scientific	1	4	3	8	4	6
Agriculture-Forestry	1	4	0	0	1	2
Health	6	24	7	18	13	20
Arts and Humanities	1	4	3	8	4	6
Engineering	3	12	4	10	7	11
Trade and Industrial	0	0	0	0	0	0
Some other field	0	0	0	0	0	0
Housewife	0	0	0	0	0	0

TABLE 19

PROPOSED FIELD OF STUDY (Continued)

KNOWN TERMINATORS						
FIELD	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
Undecided	10	13	13	19	23	16
Education	18	24	28	40	46	32
Soc. Sci.-Relig.	8	11	7	10	15	10
Business-Finance	12	16	2	3	14	10
Political, Persuas.	4	5	0	0	4	3
Scientific	5	7	5	7	10	7
Agriculture-Forestry	1	1	0	0	1	1
Health	7	9	3	4	10	7
Arts and Humanities	5	7	8	11	13	9
Engineering	5	7	4	6	9	6
Trade and Industrial	1	1	0	0	1	1
Some other field	0	0	0	0	0	0
Housewife	0	0	0	0	0	0

TABLE 19

PROPOSED FIELD OF STUDY (Continued)

NON-RESPONDENTS						
FIELD	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
Undecided	26	17	18	18	44	18
Education	24	16	17	17	41	17
Soc. Sci.-Relig.	18	12	20	20	38	15
Business-Finance	21	14	5	5	26	10
Political, Persuas.	2	1	2	2	4	2
Scientific	9	6	8	8	17	7
Agriculture-Forestry	7	5	0	0	7	3
Health	10	7	3	3	13	5
Arts and Humanities	12	8	17	17	29	12
Engineering	18	12	8	8	26	10
Trade and Industrial	2	1	2	2	4	2
Some other field	0	0	0	0	0	0
Housewife	0	0	0	0	0	0

TABLE 20

VOCATIONAL CHOICE

The following percentage distributions of vocational choice were found:

Field	Persisters 1970	Persisters 1971	Transfers 1971	Known Terminators 1971	Non-Respondents 1971
Undecided	22	21	15	23	24
Education	17	17	11	23	13
Soc.Sci.-Rel.	11	12	15	10	14
Business-Fin.	10	10	6	8	8
Political,Pers.	3	3	0	1	2
Scientific	3	3	5	3	3
Agr.-Forestry	2	2	2	1	7
Health	8	8	23	9	6
Arts & Human.	7	7	5	7	5
Engineering	8	8	9	4	10
Trade & Ind.	2	2	0	1	2
Other	7	7	8	9	10
Housewife	1	1	2	0	1

As with the data on proposed field of study, only the transfer students were significantly different from 1970 persisters ($X^2_{(12)}=25.6912$). Within this group students who were undecided were less likely to transfer than expected. This was also the case with students who chose education, social science-religion, or political, persuasion fields as a vocational choice. Students who planned a career in the health field were much more likely to transfer than expected.

Trends which do not reach the level of significance are similar to those for the proposed field of study (Table 19).

Vocational choice seems to be related to the student's likelihood of transferring after the third year of college. It should again be noted that these data reflect vocational choice at the time the student took the ACT examination.

TABLE 20

DISTRIBUTION OF VOCATIONAL CHOICE

	PERSISTERS					
MAJOR HEADINGS	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
Undecided	194	20	188	21	382	21
Education	150	16	170	19	320	17
Soc. Sci.-Relig.	93	10	126	14	219	12
Business-Finance	108	11	81	9	189	10
Political, Persuas.	29	3	24	3	53	3
Scientific	27	3	25	3	52	3
Agriculture-Forestry	32	3	4	1	36	2
Health	73	8	68	8	141	8
Arts and Humanities	66	7	64	7	130	7
Engineering	106	11	51	6	157	9
Trade and Industrial	20	2	14	2	34	2
Some other field	59	6	64	7	123	7
Housewife	5	1	9	1	14	1

TABLE 20

DISTRIBUTION OF VOCATIONAL CHOICE (Continued)

TRANSFERS						
MAJOR HEADINGS	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
Undecided	6	24	4	10	10	15
Education	2	8	5	13	7	11
Soc. Sci.-Relig.	2	8	8	20	10	15
Business-Finance	2	8	2	5	4	6
Political, Persuas.	0	0	0	0	0	0
Scientific	1	4	2	5	3	5
Agriculture-Forestry	1	4	0	0	1	2
Health	7	28	8	20	15	23
Arts and Humanities	1	4	2	5	3	5
Engineering	3	12	3	8	6	9
Trade and Industrial	0	0	0	0	0	0
Some other field	0	0	5	13	5	8
Housewife	0	0	1	3	1	2

TABLE 20

DISTRIBUTION OF VOCATIONAL CHOICE (Continued)

	KNOWN TERMINATORS					
MAJOR HEADINGS	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
Undecided	17	22	17	24	34	23
Education	15	20	19	27	34	23
Soc. Sci.-Relig.	7	9	7	10	14	10
Business-Finance	9	12	2	3	11	8
Political, Persuas.	2	3	0	0	2	1
Scientific	2	3	3	4	5	3
Agriculture-Forestry	2	3	0	0	2	1
Health	7	9	6	9	13	9
Arts and Humanities	3	4	7	10	10	7
Engineering	4	5	2	3	6	4
Trade and Industrial	2	3	0	0	2	1
Some other field	6	8	7	10	13	9
Housewife	0	0	0	0	0	0

TABLE 20

DISTRIBUTION OF VOCATIONAL CHOICE (Continued)

NON-RESPONDENTS						
MAJOR HEADINGS	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
Undecided	39	26	20	20	59	24
Education	16	11	17	17	33	13
Soc. Sci.-Relig.	18	12	17	17	35	14
Business-Finance	18	12	3	3	21	8
Political, Persuas.	3	2	2	2	5	2
Scientific	5	3	2	2	7	3
Agriculture-Forestry	4	3	0	0	4	2
Health	9	6	6	6	15	6
Arts and Humanities	6	4	7	7	13	5
Engineering	17	11	9	9	26	10
Trade and Industrial	3	2	1	1	4	2
Some other field	10	7	14	14	24	10
Housewife	1	1	2	2	3	1

TABLE 21

LEVEL OF ASPIRATION

Both Report 2 and Report 3 found that there was a statistically significant tendency for students with a higher level of aspiration to remain in school.

In 1970, 2% of the of the persisters aspired to less than a two-year degree, while 2% planned on only a junior college degree, 51% on a Bachelor's degree, and 45% expected to do some graduate work.

Only the non-respondents are significantly different from the parent population ($X^2_{(3)}=10.5047$) described above. Eight percent planned on no more than a two-year degree as compared with an expected 4%, and only 39% of the non-respondents had planned to do some graduate work as compared with the expected 45%.

Though it is not significant, there is an interesting reversal among transfer students with 37% planning to complete a Bachelor's degree and 59% planning to do some graduate work. These percentages correspond to 50% and 45% for 1970 persisters.

After three years, it is no longer possible to conclude that in general students with a higher level of aspiration are more likely to remain in school. However, non-respondents in particular indicate a lower level of aspiration than expected.

TABLE 21

LEVEL OF ASPIRATION

LEVEL	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
PERSISTERS						
Less than two year degree	13	1	13	2	26	1
Junior college	24	3	17	2	41	2
Bachelor's	512	53	415	47	927	50
Graduate study	413	43	443	50	856	46
TRANSFERS						
Less than two year degree	1	4	1	3	2	3
Junior college	0	0	1	3	1	2
Bachelor's	10	40	14	35	24	37
Graduate study	14	56	24	60	38	59
KNOWN TERMINATORS						
Less than two year degree	1	1	1	1	2	1
Junior college	2	3	0	0	2	1
Bachelor's	48	63	37	53	85	58
Graduate study	25	33	32	46	57	39
NON-RESPONDENTS						
Less than two year degree	6	4	1	1	7	3
Junior college	8	5	3	3	11	4
Bachelor's	80	54	54	54	134	54
Graduate study	55	37	42	42	97	39

FIGURE 10

PERCENT ASPIRING TO AT LEAST A BACHELOR'S DEGREE

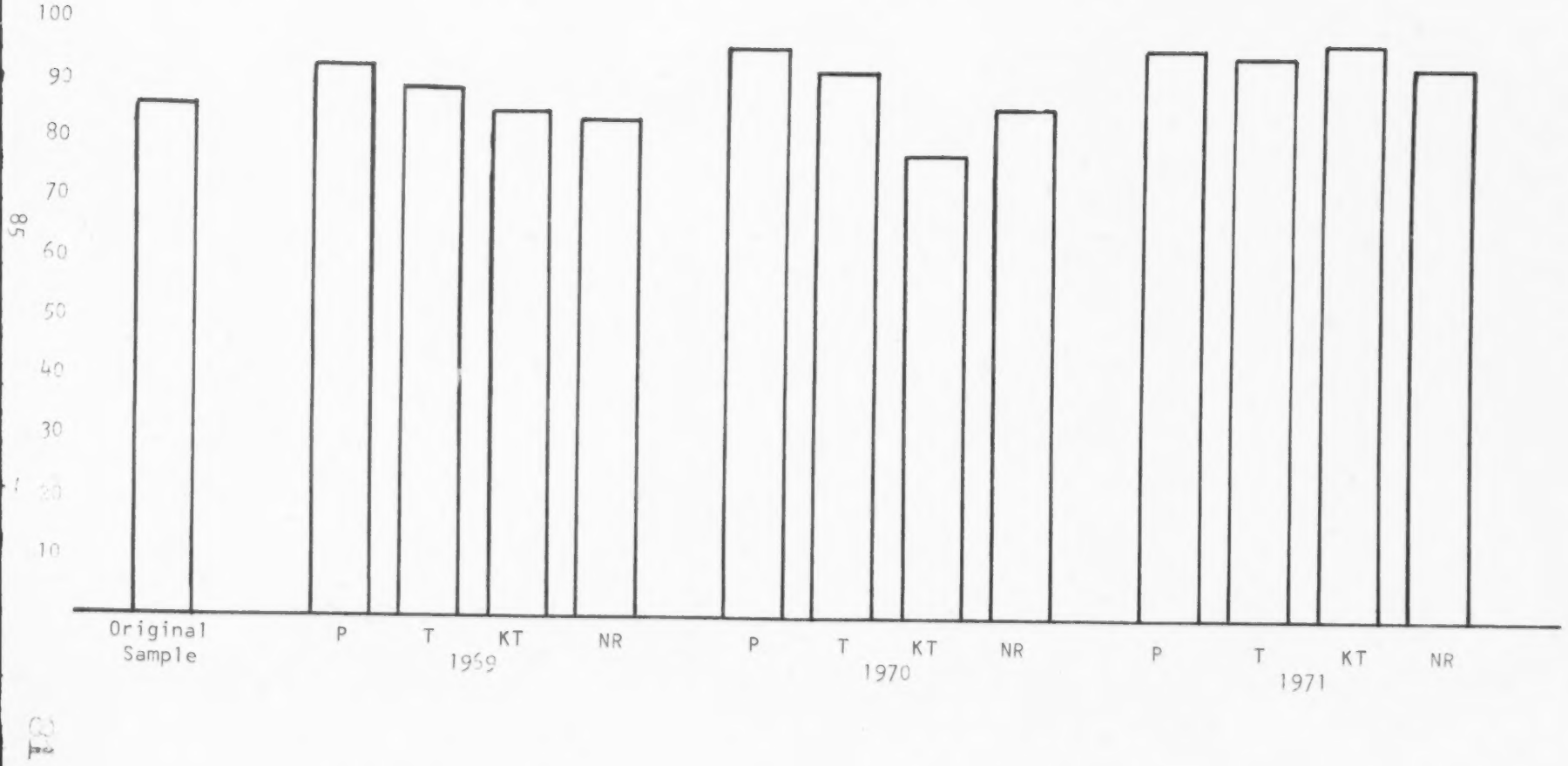

TABLE 22

HOUSING EXPECTATIONS

For the first two years of college, it was found that students who reported that they expected to live in campus housing were more likely to remain in school than those who expected to live off-campus. It is important to remember that this data records the housing expectations of students upon entering their freshman year in college; no information is available concerning the actual housing situations for these students.

The persisters of 1970 had the following distribution:

College dormitory	70%
Fraternity or sorority	1%
College apartment	1%
Off-campus room or apartment	4%
At home (or with relatives)	23%

When 1971 persisters, transfers, known terminators, and non-respondents are compared with this group, there are no significant differences. However, there is a tendency for 1971 persisters to be more likely to plan to live in college housing than expected.

In general, after three years of college, there is no longer significant relationship between housing expectations and student retention.

TABLE 22

HOUSING EXPECTATIONS

EXPECTATIONS	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
PERSISTERS						
College Dormitory	642	67	670	76	1,312	71
Fraternity/Sorority	23	2	5	1	28	2
College Apartment	15	2	6	1	21	1
Off Campus Room or Apartment	28	3	33	4	61	3
At Home (or with relatives)	237	25	164	19	401	22
TRANSFERS						
College Dormitory	18	72	29	73	47	72
Fraternity/Sorority	0	0	0	0	0	0
College Apartment	1	4	0	0	1	2
Off Campus Room or Apartment	2	8	2	5	4	6
At Home (or with relatives)	4	16	8	26	12	19

TABLE 22

HOUSING EXPECTATIONS (Continued)

EXPECTATIONS	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
KNOWN TERMINATORS						
College Dormitory	41	54	49	70	90	62
Fraternity/Sorority	2	3	1	1	3	2
College Apartment	1	1	0	0	1	1
Off Campus Room or Apartment	3	4	2	3	5	3
At Home (or with relatives)	28	37	18	26	46	32
NON-RESPONDENTS						
College Dormitory	91	61	73	73	164	66
Fraternity/Sorority	1	1	1	1	2	1
College Apartment	1	1	1	1	2	1
Off Campus Room or Apartment	9	6	2	2	11	4
At Home (or with relatives)	44	30	22	22	66	27

FIGURE 11

PERCENT EXPECTING TO LIVE IN CAMPUS HOUSING

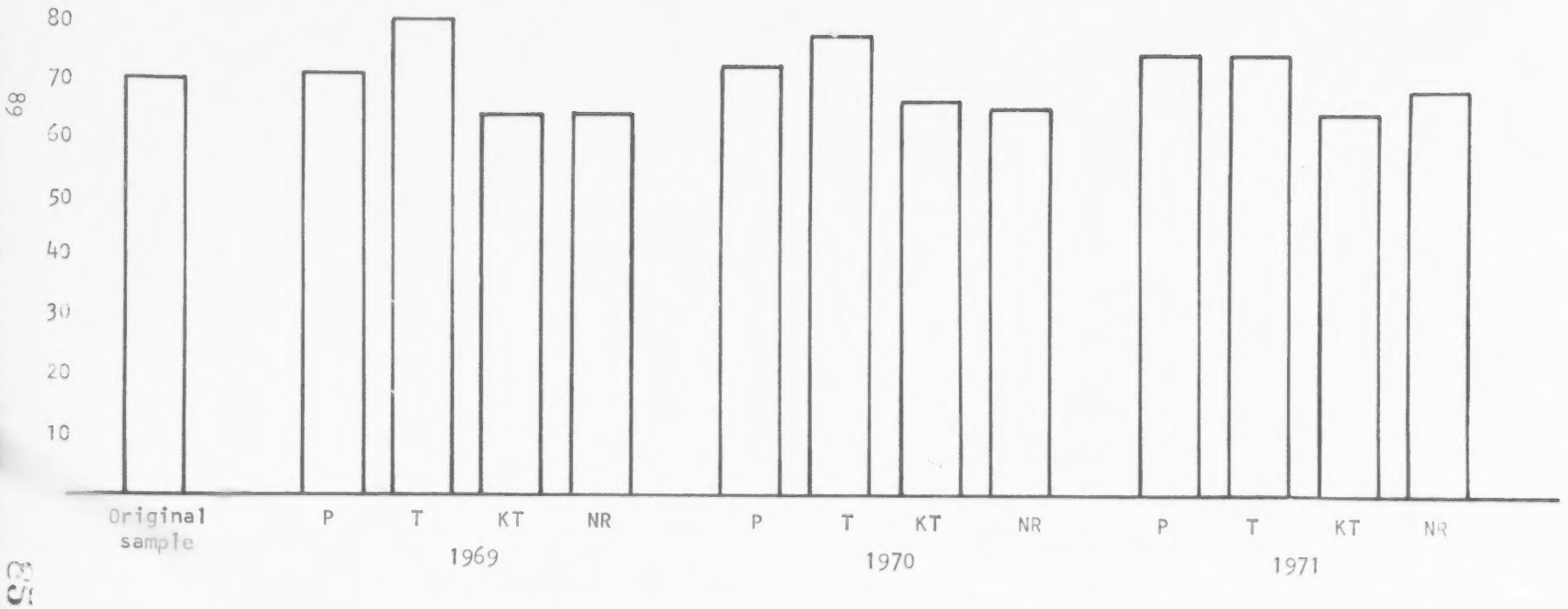

TABLE 23

FULL-TIME AND PART-TIME STATUS

In interpreting these results, it is necessary to recall again that this data represents the students' expectations concerning part-time or full-time status as indicated at the beginning of their freshman year. No data is available concerning the actual part-time or full-time status of these students.

The fact that such a small percentage of students who expected to be part-time was included in the original sample limited the amount of information to be obtained from this data. In 1970, 99% of the persisters were students who expected to be full-time. The distributions for this year's data were almost identical. As was true in the previous two years, there were no significant differences.

Within the limitations of the current study, expected full or part-time status has no influence upon the retention or attrition of students after their third year of college.

TABLE 23

FULL-TIME AND PART-TIME STATUS

STATUS	PUBLIC		PRIVATE		TOTAL	
	No.	%	No.	%	No.	%
PERSISTERS						
Full-time	948	99	881	99	1,829	99
Part-time	14	2	7	1	21	1
Other	0	0	0	0	0	0
TRANSFERS						
Full-time	25	100	39	98	64	99
Part-time	0	0	1	3	1	2
Other	0	0	0	0	0	0
KNOWN TERMINATORS						
Full-time	75	99	68	97	143	98
Part-time	1	1	2	3	3	2
Other	0	0	0	0	0	0
NON-RESPONDENTS						
Full-time	146	98	99	99	245	98
Part-time	3	2	1	1	4	2
Other	0	0	0	0	0	0

APPENDIX A

STUDENT QUESTIONNAIRE SUMMARY

STUDENT QUESTIONNAIRE SUMMARY

As part of each year's follow-up study, a questionnaire was sent to each student who was no longer enrolled at his original institution. (See Appendix B for the 1969 questionnaire and the 1970-71 questionnaire.) The information from these questionnaires was used to identify the reasons most frequently given for not returning to college.

A summary of responses from students subsequently classified as known terminators follows this discussion. It is important to note that students often gave several reasons for leaving school; for instance, a combination of financial and academic difficulties. Consequently, the data is frequently overlapping. It is presented here only as an indicator of factors which influence attrition and retention. Also, there are some changing trends to be noted in a comparison of information from three successive years.

After the freshman year in college, financial difficulties was the single most frequently stated reason for dropping out of college. This was the case for both males and females. For males, the second most influential factor was fulfillment of military obligation, either through compulsory draft or enlistment. For females, the second most frequently listed reason was marriage. Assuming that a comparable proportion of males was married during their first year of college, it is interesting to note that only one male listed marriage as his reason for leaving school. Academic difficulties was third in frequency of listing for both males and females. A number of these first year students specifically mentioned inadequate counseling as a form of academic difficulty which contributed to the termination of their college education. Very few of these students left college to take a job.

After the second year, the pattern shifted slightly. Financial difficulties moved to second place as a factor contributing to drop out. Fulfillment of military obligations became most influential for the male, while marriage assumed a similar role for females. Academic difficulties and the lure of full-time employment were still factors in school drop-out, but they did not assume the magnitude of the first three. Also, the male is still immune to marriage as a reason to drop out.

After three years of college, "draft/enlistment" still heads the list for males and "marriage" holds a similar position for females. Financial difficulties has again moved down to third place in the hierarchy of reasons for leaving college. For males, academic difficulties increases in importance, while for the females a full-time employment becomes more important.

In gereral, the self-reports of students seem to indicate that finances are the single most important factor in determing retention or attrition after the first year. If the student survives the first year, then military obligations for the male and marriage for the female present the greatest hazards to college retention. Academic difficulties are a most potent factor in the freshman year, but they continue to have a definite influence throughout the three years' survey. The lure of full-time employment seems less important than might have been expected.

These are very general conclusions because in successive years 22%, 22% and 11% of the students were listed as non-respondents. There is no information available on how these same factors influenced or failed to influence their decision to leave the original institution.

REASON GIVEN FOR TERMINATING EDUCATION

	1971		1970		1969	
	Male	Female	Male	Female	Male	Female
Draft/Enlistment	17	0	31	0	48	1
Took a job	6	9	6	7	1	8
Married	3	20	4	35	1	23
Financial	8	7	17	18	55	74
Academic	12	3	8	3	34	31
Other[1]	16[2]	12[3]	13[4]	43[5]	59	100

[1]This category includes a wide range of reasons. Many of the 1969 students simply listed "personal reasons". Other students listed such things as "illness", "moving to a new area", "don't like the program", "school too big", "college too small", "faculty", etc.

[2]This group includes five students who reported graduation as their reason for terminating their education--2 had received Associate degrees and 3 had received Bachelor's degrees.

[3]Includes 7 Associate degrees and 3 Bachelor's degrees.

[4]Includes 3 Associate degrees.

[5]Includes 21 Associate degrees.

APPENDIX B

STUDENT QUESTIONNAIRES

TENNESSEE COLLEGE ASSOCIATION
Box 77
George Peabody College for Teachers
Nashville, Tennessee

STUDENT QUESTIONNAIRE

1. Name _____ Social Security No. _____

2. Home Address _____
(Street) (City) (State) (Zip Code)

3. Current Mailing Address _____

4. Are you presently enrolled in college? _____
(If so, where?)

5. If you are presently enrolled in college, what is your major field of study?

_____

PLEASE CIRCLE THE MOST APPROPRIATE RESPONSE(S)

6. If not in college, what is your occupation?

a. full-time employment
b. housewife
c. armed forces
d. other _____
(Specify)

7. Last school year did you have

a. a loan
b. a scholarship
c. part-time or full-time work - If so, what percent of your time _____.

8. If you are not enrolled in college, what are your future plans?

a. expect to return to the same college full-time _____; part-time _____.
b. expect to enroll in another college full-time _____; part-time _____.
c. do not expect to return to any college full-time _____; part-time _____.

9. What is your marital status?

a. single
b. married
c. separated
d. divorced

10. Last school year were you a member of any of the following?

a. sorority/fraternity
b. class or other club or organization
c. intramural or varsity sports team

11. If you are not presently enrolled in college, please indicate the primary reason.

    a. financial
    b. personal
    c. academic

12. Which of these contributed to your dissatisfaction with your college experience?

    a. problems at home
    b. relations with other students
    c. relations with faculty
    d. relations with administration
    e. health problems
    f. lack of adequate personal counseling
    g. lack of adequate academic program to meet vocational goals
    h. none of these
    i. other _____
       (specify)

13. Last year did you keep a car on campus? Yes_____ No _____

14. In which of the following areas did you have academic difficulty?

    a. English
    b. Mathematics
    c. Natural Science
    d. Social Science
    e. Humanities
    f. Other _____

15. Did you have difficulty in

    a. concentrating
    b. study habits
    c. reading
    d. study skills
    e. budgeting your time
    f. other _____
       (specify)

16. If you have suggestions of ways in which the college you attended last year could have helped you remain in college or could have made your freshman year more worthwhile, please use the reverse side of this page to explain.

TENNESSEE COLLEGE ASSOCIATION

Center for Higher Education

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE 37203

STUDENT QUESTIONNAIRE

1. Name _____ Social Security No. _____

2. Home Address _____

(Street) (City) (State) (Zip Code)

3. Current Mailing Address _____

4. Are you presently enrolled in college? _____

(If so, where?)

_____

PLEASE CIRCLE THE MOST APPROPRIATE RESPONSE(S)

5. If you were attending a junior college, did you:

a. receive an A.A. or A.S. diploma
b. complete two full years of study, without a diploma
c. other _____

(specify)

6. If not in college, what is your occupation:

a. full-time employment
b. housewife
c. armed forces
d. other _____

(specify)

7. If you are not enrolled in college, what are your future plans?

a. expect to return to the same college full-time _____; part-time _____
b. expect to enroll in another college full-time _____; part-time _____
c. do not expect to return to any college full-time _____; part-time _____

8. What is your marital status?

a. single
b. married
c. separated
d. divorced

9. What was the primary reason for not returning to the same school this fall?

_____

10. If you have suggestions of ways in which the college you attended last year could have helped you remain in college or could have made your college experience more worthwhile, please use the reverse side of this page to explain.

END